

Open Research Online

The Open University's repository of research publications and other research outputs

The Open University Advanced Diploma in Educational Management (DO2): A Study of the Effectiveness of the Course in Preparing Senior Managers in Schools for their Role in the 1990s

Thesis

How to cite:

Willis, Jennifer (1993). The Open University Advanced Diploma in Educational Management (DO2): A Study of the Effectiveness of the Course in Preparing Senior Managers in Schools for their Role in the 1990s. MPhil thesis The Open University.

For guidance on citations see [FAQs](#).

© 1993 The Author



<https://creativecommons.org/licenses/by-nc-nd/4.0/>

Version: Version of Record

Link(s) to article on publisher's website:

<http://dx.doi.org/doi:10.21954/ou.ro.0000ff13>

Copyright and Moral Rights for the articles on this site are retained by the individual authors and/or other copyright owners. For more information on Open Research Online's data [policy](#) on reuse of materials please consult the policies page.

oro.open.ac.uk

UNRESTRICTED

THE OPEN UNIVERSITY ADVANCED DIPLOMA IN EDUCATIONAL MANAGEMENT (DO2)
A Study of the Effectiveness of the Course in Preparing Senior
Managers in Schools for their Role in the 1990s

A thesis presented for the degree of Master of Philosophy
in Educational Policy and Management

Presented by JENNIFER WILLIS, B.A. (Hons.), M.Phil. (Ed.), ADEM

October 1993

Date of submission: 9th June 1993
Date of award : 8th October 1993

ProQuest Number: 27777477

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent on the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



ProQuest 27777477

Published by ProQuest LLC (2020). Copyright of the Dissertation is held by the Author.

All Rights Reserved.

This work is protected against unauthorized copying under Title 17, United States Code
Microform Edition © ProQuest LLC.

ProQuest LLC
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

THE OPEN UNIVERSITY ADVANCED DIPLOMA IN EDUCATIONAL MANAGEMENT: A Study of the Effectiveness of the Course in Preparing Senior Managers in Schools for their Role in the 1990s.

The study investigates the motivation of a small group of students from the Greater London area in undertaking the Open University Advanced Diploma in Educational Management. Four questions are posed:

- a. Why some middle and senior managers in schools chose this course at a time when the demands made of senior managers were increasing.
- b. Why they persevered with the course in a contracting market for promotion.
- c. How successful the course was in preparing them for promotion.
- d. Whether, and if so how, the course had improved their effectiveness as senior managers.

The research was conducted over a period of intense educational change, both locally and nationally, as the Education Reform Act (1988) heralded unprecedented changes in the nature of senior management and in the relationships between schools, parents, local and central government, in its quest to raise standards and increase accountability. Whilst the initial focus of the study was on the career development of individuals, the evolving political context was to redirect attention towards the role of senior staff in managing these changes and enhancing the quality of learning. The value of the Advanced Diploma emerged to be its effectiveness in preparing senior managers for this role, enabling them to cope with the stresses of an ever-changing situation, and developing vital analytical and communicative skills.

Students are found to be motivated by a sense of professionalism. They choose distance learning as a means of acquiring new skills and knowledge which hold the promise of meeting their immediate, higher order, needs for self-actualisation, as well as offering the longer-term possibility of career development. Whilst most students do achieve promoted positions during or after their studies, this is not their prime expectation, and their success cannot be attributed definitively to the course. The value of the Advanced Diploma lies primarily in promoting a sense of achievement and recognition. This is found to sustain students when career aspirations are blocked by institutional or personal circumstances, and when they might otherwise fall into a state of professional stagnation.

By developing more effective individuals, the Advanced Diploma thus achieves the Open University's aims of improving the quality of school management, yet simultaneously satisfying students. The compatibility of meeting personal and individual needs is thereby demonstrated.

Recommendations are made which recognise the value of distance learning and its ability to appeal to teachers' professionalism without any need to resort to more formal means of accountability or inducement to undertake training for the changing role of senior managers in schools.

TABLE OF CONTENTS

Title Page	
Table of Contents	
List of Illustrations	

INTRODUCTION

Contents	1
A. Objectives	2
B. Relevance	16
C. Perspective	23
D. Structure of Report	37
Conclusion	37
Notes	39

PART I. THE CONTEXT OF MANAGEMENT TRAINING

Contents	40
Introduction	42
An Implicitly Rational Model	45
Recognition of the Political Nature of the Education Process	50
The Challenge for School Managers in the 1990s	66
Conclusion	105

PART II. TRAINING FOR SENIOR MANAGEMENT OF SCHOOLS

Contents	111
Introduction	114
Section 1. Staff Development/INSET	129
Section 2. Management Training in Education	157
Section 3. The OU Advanced Diploma in Educational Management (DO2)	199
Conclusion	220

PART III. THE RESEARCH INSTRUMENTS AND METHODOLOGY

Contents	225
Introduction	227
The Pilot Group	230
Instruments	234
Summary	262
Notes	265

PART IV. ANALYSIS OF THE DATA

Contents	266
Introduction	272
Section 1. The Research Group	275
Section 2. Why the ADEM?	288
Section 3. Expectations of Career Development	304
Section 4. Outcomes of the ADEM A. Preparation for Promotion	316
B. Increased Effectiveness	330
Section 5. Why Students Persevered with the ADEM	368

CONCLUSION

Contents	417
Focus of the Research	419
A. The Student Body	421
B. Why the ADEM	427
C. Why Respondents Persevered with the ADEM	438
D. How Well the ADEM has Prepared Students for	
i. Promotion	444
ii. Greater Effectiveness	
Notes	455
Summary of Recommendations	456

ABBREVIATIONS	459
---------------	-----

REFERENCES	461
------------	-----

APPENDICES

1. Pen Portraits of Respondents
2. Composition of the Advanced Diploma in Educational Management
3. Research Project Topics
4. Pro Forma Requesting Participation in the Research
5. Pro Forma of Stages Willing to Take Part in
6. The Pilot Group
7. The Research Group
8. Analysis of Stages Respondents were Involved in
9. Questionnaire
10. Pilot Group Interview Schedule
11. Research Group Interview Schedule
12. Application Record Pro Forma
13. Diary Pro Forma
14. O.U. Data Pack
15. O.U. Interview Schedule
16. Sources of Satisfaction and Dissatisfaction
17. Analysis of Question 14, Influences on Selection of Post
18. Diary Analysis
19. INSET Experience
20. Analysis of Question 19, Career Plans
21. Actual and Ideal Images of Teachers as Managers (Everard)
22. Diploma and Degree Courses in Education Management, 1979-80
23. Posts Held by Students on Education Management Courses, 1979-80
24. Posts Occupied by Management Training Students, ILEA 1981

ILLUSTRATIONS

FIGURE	PAGE
INTRODUCTION	
1. Pupil teacher ratios, class sizes and contact time 1992	5
2. Teacher vacancies in England, 1988-1990	7
3. Average number of applications for deputy head posts 1988	11
4. Applications for headships in England and Wales, 1987/8	12
5. Rational models of decision making	24
6. A political model of decision making	24
PART I	
7. 3 Models of accountability	89
PART II	
8. Staff awareness of senior managers' responsibilities	117
9. Pupils' awareness of senior managers' position	119
10. Shipman's packages for school management, 1990	123
11. The aims of staff development and INSET (Bolam, 1981)	137
12. Individual and institutional development	145
13. Consequences of mismatch between personal and organisational need (Broussine & Guerier, 1983)	154
14. Managers in U.K. educational institutions, 1988 (Cooper & Shute 1988)	164
15. Providers of management training in education (Everard 1988)	170
16. Reasons for ILEA teachers not attending management courses (Jayne 1980)	172
17. Oversubscribed courses (Jayne 1980)	174
18. Courses requested (Jayne 1980)	174
19. The school management ladder and requirements in the U.S. (Cooper & Shute 1988)	193
PART III	
20. Composition of pilot group (FG) and research group (RG)	232
21. Triangulation of research instruments	263
22. Respondents' anticipated and actual participation in the project	264
PART IV	
23. Students willing to participate in the project	276
24. Students selected for the research group	277
25. Phase in which volunteers teach	278
26. Ages of research group	279
27. Professional training	281
28. Location of respondents' schools	283
29. Posts held within present school	285
30. Mismatch between personal and organisational need (Broussine & Guerier, 1983)	290
31. Career plans	305
32. Why the ADEM?	308
33. The institutional and personal needs underlying students' studies	310

34. Other management training experience	312
35. School and LEA staff development/INSET arrangements	313
36. Applications for management posts since beginning the ADEM	316
37. When students began seeking promotion	320
38. Promotion achieved during the research period	321
39. Management posts applied for during the research period	322
40. Perceptions of influence on effectiveness	331
41. Factors influencing choice of post	335
42. Diary records	342
43. Hours worked per week	343
44. Regular working hours	344
45. Design/delivery of INSET	364
46. Part A courses	369
47. Financial considerations	370
48. Research projects	375
49. Areas of interest	395
50. Areas of least interest	396

INTRODUCTION

A. Objectives	2
The Changing Context of School Management	3
Stress in the Teaching Profession	6
Senior Management Vacancies	9
Roles and Responsibilities in the Educational Process	14
B. Relevance of the Research	16
Course Evaluation	17
Evaluating the Advanced Diploma (DO2)	19
Accountability in Education	20
C. Perspective	23
Theoretical Models	25
D. Structure	27
Part I. The Context of Management	27
Part II. Training for Senior Management of Schools	28
Part III. Research Instruments and Methodology	31
Part IV. Analysis of the Data	32
Conclusion	37
Notes	39

INTRODUCTION

A. Objectives

Having herself undertaken the Open University Advanced Diploma in Educational Management (ADEM) in the hope of enhancing her career, the writer's initial research focus was on comparing the motivation of other students engaged on the course with her own.

The project grew from a very personal experience, which took place both at a momentous time in the history of British education, and in a unique location. After teaching with the Inner London Education Authority for fourteen years, the researcher was, in the late 1980s, seeking promotion to senior management. Concurrent with this personal situation, the education system was embarking upon a period of unprecedented change. It was therefore a logical decision to frame the research in the context of these educational changes, and to restrict it, geographically, to the London area.

Initially, the study identified 3 questions:

- a. What prompted some middle and senior managers in Greater London schools to undertake this Advanced Diploma in Educational Management at a time when the demands being made of senior managers were changing and multiplying?

- b. Why did students persevere with the course when promotion opportunities, already constrained by the pyramidal structure of the teaching profession, may also have been reduced due to a contracting market?
- c. How successful had the course been in preparing participants for future promotion?

Over the period of the research, however, it became clear, both through the researcher's changed perspective as a senior manager, and as institutional effectiveness became increasingly associated with the quality of leadership, that a fourth question must be asked:

- d. How, if at all, had the Advanced Diploma influenced students' effectiveness as managers?

The emphasis of the research thus moved from that of professional development for career advancement, to that of effectiveness for institutional and personal benefit.

The Changing Context of School Management

The first question, (a), entailed an investigation into teachers' motivation for taking on further study in the mid-late 1980s. Educationally and politically, this had been a fascinating decade.

An industrial dispute, extending over 4 years in some urban areas, had made inordinate additional demands on senior managers, both in terms of sheer physical stamina and in terms of the managerial skills needed for maintaining cooperation and communication with parties whose good will had been withdrawn. It was a time when falling rolls and economic constraints were changing the very fabric of some Local Authorities, as Sixth Forms became subsumed into consortia, class-sizes grew and pupil-teacher ratios reached undreamt of levels. The writer's experience over nearly a decade and a half teaching in the Inner London Education Authority (ILEA) was that, whereas in the 1970s union agreements had ensured a maximum (though rarely reached) teaching group size of 25, at the time of her leaving that authority (1989), groups averaged 27-28, and seemed likely to rise to 30. This expansion in class size did not appear to be attributable to any marked difference in the nature of intake, which would have facilitated teaching larger classes.

Evidence, eg. from Research & Statistics data as recorded in the annual Form 7 return, might confirm this impression. DES figures released in May 1991 revealed

"The number of pupils per teacher in secondary schools went up from 13.95 in 1989/90 to 14.08 in 1990/91. In primary and nursery schools, where the number of pupils has risen, the ratio went up from 20.13 to 20.49." (TES 10/5/91)

Whilst the LEAs attributed these changes to cuts in education budgets, necessitated to avoid poll-tax capping, and to LMS having

led to schools employing less teachers, a spokeswoman for the DES was suggesting they might be no more than

"a one-year aberration." (ibid)

Figures issued 18 months later, in October 1992, confirmed the trend, with pupil-teacher ratios having worsened by 2.8% over the previous 5 years. These represented an increase of just under 4% in class sizes in England since 1988 (Figure 1).

TABLE 1: Pupil:Teacher ratios, class sizes and teacher contact time (England 1988-92)

	1988	1989	1990	1991	1992
PRIMARY	22	21.95	22	22.2	22.2
SECONDARY	15.4	15.25	15.25	15.55	15.85
Average class sizes					
PRIMARY*	25.4	25.7	25.9	26.3	26.4
SECONDARY	19.9	19.9	20	20.3	20.6
Class contact ratios**					
	%	%	%	%	%
PRIMARY	89.2	88.9	88.5	87.9	87.6
SECONDARY	75.1	74.9	74.4	74.2	74.8

* Nursery school classes not included

** Percentage of teachers teaching at any one time in school

Figure 1. Pupil-teacher ratios, class sizes and teacher contact time (England 1988-92) [TES 23/10/92]

By the end of October 1992, over 9,000 primary pupils in England were in classes of more than 41, across 65 LEAs (TES 23/10/92).

A series of Education Acts (1980, 1981, 1986, 1987 and 1988) had altered the balance of power throughout the service, replacing traditional reliance upon professionalism with formal accountability by teachers to consumers, affecting teachers and Local Education Authorities (LEAs) alike (see Part I below). Centrally-derived initiatives, ranging from the Technical & Vocational Initiative (TVEI) (1984) and the General Certificate of Secondary Education (GCSE) examination (1988) to the National Curriculum and Assessment arrangements (1988) were flooding into the schools and setting their agendas for INSET. Whilst Local Management of Schools (LMS) was increasing the autonomy of individual institutions, the scope for determining local policies was constrained within stricter boundaries. The requirement to publish statistical data, ostensibly in order to enhance the rights of parents to select their child's school, was opening up the schools to a new world of market forces.

Stress in the Teaching Profession

This project investigates why, in the late 1980s, some 300 individuals annually were choosing to increase the daily volume of work by pursuing an O.U. Advanced Diploma. Evidence of the work load has been provided in a survey commissioned by the NASUWT. The 1782 questionnaires returned revealed that

"One in four teachers is suffering from the same level of stress-related anxiety as hospital patients with mental illness." (Travers & Cooper, 1990)

Consequently,

"41 per cent of teachers want to leave the profession and ... teaching is near the top of the occupational league table for stress." (ibid)

DES figures of July 1990 showed an increase of 50% in teacher shortages, underlining disenchantment with the profession. Nationwide vacancies for the years 1988-1990 are illustrated in Figure 2.

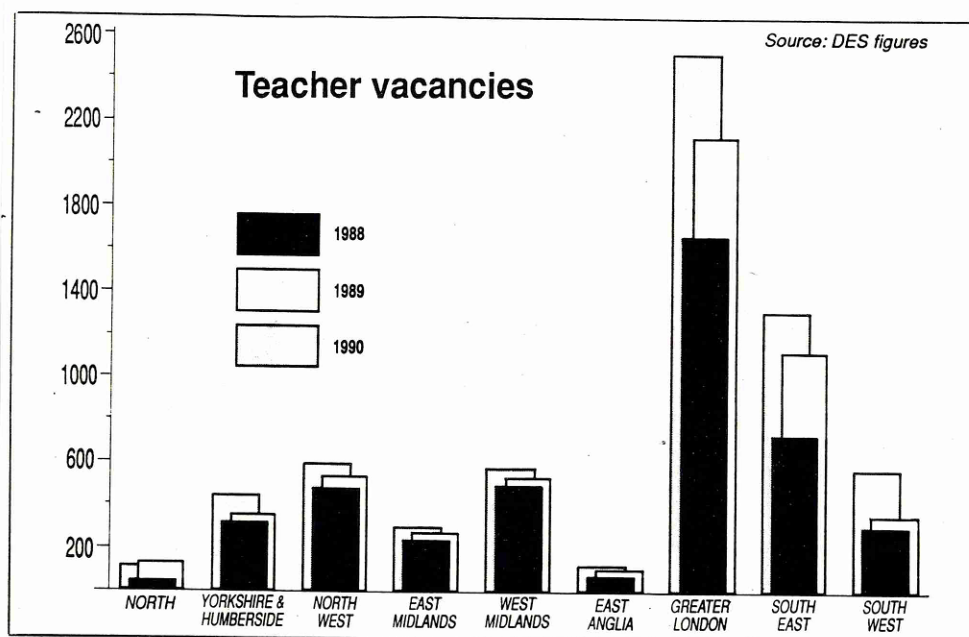


Figure 2. Teacher vacancies in England, 1988-1990

These statistics have clear relevance to the project's focus on students' motivation in seeking promotion, and the circumstances to be managed by senior staff in schools.

By locating the study in the Greater London area, a further dimension was added to this element of topicality: respondents from the Inner-London boroughs were not only facing the challenges which confronted schools nationwide. For them, industrial action had led not just to contracts and centrally determined policies, but also to the imminent demise of their Local Authority (Teachers' Pay & Conditions Act, 1987; Education Act 1988, Part 4). After a period of acrimonious dispute, these teachers were losing their erst-while partner, the ILEA. For some, as each London borough became responsible for its own education department, this meant a change in political ideology, as well as an adaptation to the structures of a smaller, individual borough, with the loss of economies of scale, the professional anxieties and personal insecurities that this entailed.

The project investigates why respondents chose to increase the demands of this dynamic situation by taking on further study. In the light of Weindling et al.'s (1988) longitudinal study of 139 head teachers, which reports that 80% of that group felt their role to be

"very different from when they took up their post",

we consider whether it was because, against this background, they saw the roles of senior managers changing and sought to be more professionally prepared for these. Alternatively, we ask whether, as changes imposed by legislation altered senior managers' roles and increased their formal accountability to stake-holders, these teachers felt a need for training in order to survive in this new ERA of stricter accountability. The issue of motivation and anticipated outcomes appears to underpin our initial work with respondents.

Senior Management Vacancies

The second question examined is: Why students persevered with their studies. This is similarly related to motivation and the anticipated value of the course.

One expectation of the course may be career development, as was the case for the writer. Yet a consideration of some contemporaneous statistics indicates that there was a wealth of unfilled senior posts, suggesting that access should not be a problem for those seeking head- or deputy-headship.

It has been predicted, that the number of secondary teachers

"Could fall from 228,000 in 1987 to 205,000 in 1997 and 184,000 in 2007." (Buchan & Weyman, 1990)

Despite contracting opportunities as schools have closed, and the pyramidal structure of the teaching force, which together combine to make competition for senior management posts keen, Department of Education & Science (DES) figures submitted to the Advisory Committee on Teachers' Pay (November 1988) revealed that 54 headships and 110 deputy head posts were currently vacant in England and Wales. Furthermore, in the geographical area covered by the present research, Howson recorded that, in 1986, headship posts in London and the South-East had a re-advertisement rate of 34%, compared with 11% for the rest of England and Wales. By 1987,

"although the rate of secondary headteacher re-advertisements for England and Wales had remained steady, with slight reductions for outer London and the rest of south-east England, the ILEA's rate had then reached 53%" (Howson 1988a)

Figures produced by the NFER 10-month survey carried out on applications made for posts in 1000 schools in England and Wales indicated that

"Applications for senior jobs in primary and special schools have reached dangerously low levels." (NFER 1989)

Schools were frequently unable to fill vacancies after the first national advertisement, and the number of applicants attracted had decreased significantly (see TES 29/9/90). The average number of applications received for deputy head posts in 1988 is illustrated in Figure 3.

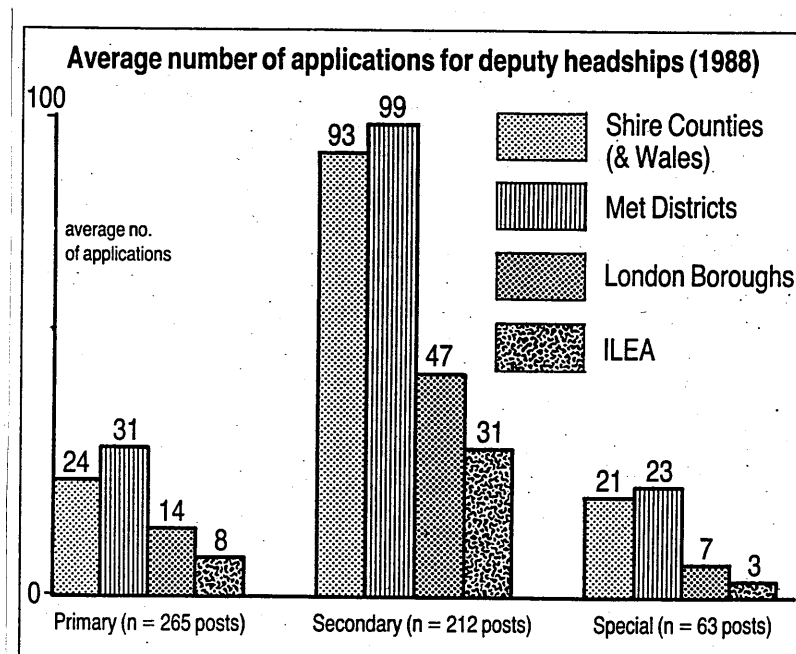


Figure 3. Average number of applications for deputy head posts, 1988

The statistics in Figure 3 confirm the then relative unpopularity of inner and outer London management posts. Secondary applications received in those areas reached approximately 31% and 47% only of the average made in metropolitan districts, whilst in the primary sector, this fell to 25% and 45% respectively of the metropolitan figures.

Figure 4 shows the average number of applications for headships in England and Wales for the year 1987/8. Based on questionnaires

returned by 64 of the 104 LEAs, it suggests that 50% of these authorities had noted a decline in applications for headships over the preceeding 5 years, while only 5% of respondents had observed an increase in numbers (TES 26/5/89). These statistics are given in the context of an annual turn-over for 1987/8 of 9.4% primary heads, and 8.6% secondary heads.

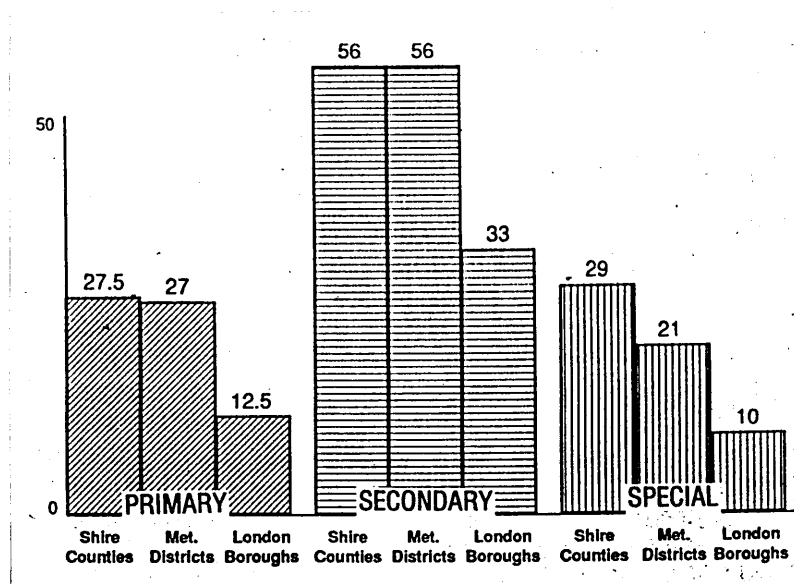


Figure 4. Applications for headships in England and Wales, 1987/8

Access to senior management might not, then, be the exclusive preserve it may have seemed to those involved in the competition, but the conclusions of a National Association of Head Teachers'

survey of 1988 (Recruitment, Retention, Motivation and Morale of Senior Staff in Schools) were not likely to encourage would-be aspirants. Of the 353 heads who retired between January and August 1988, 117 had done so because of pressure of work and 45 through

"disillusionment over education reforms or the changing nature of the job." (NAHT 1988)

This trend was exacerbated in the case of primary heads, 84% of whom had retired on grounds of pressure.

This research probes why middle and senior managers were aspiring to senior management, and asks what respondents saw as the part played by the Advanced Diploma In Educational Management in their pursuit of professional progression. It is suggested, and the hypothesis tested, that the ADEM may have seemed to offer respondents a potential advantage in the competition, while also promising the more immediate, practical benefits of greater effectiveness in their present posts. Evidence of this is sought through enquiries into career aspirations, sources of satisfaction/dissatisfaction in respondents' current roles, and expectations of the course.

Finally, if the Advanced Diploma was seen as preparation for the changing role of senior managers in schools, question (c), page 3, leads to a consideration of what these roles entail and of the extent to which the ADEM has succeeded in enhancing students' career progression. Alternatively, if the course was thought of as a means

to improving present and/or future effectiveness, we shall be seeking to determine whether it has had any tangible effect and, if so, in what respect(s). Accordingly, we examine respondents' daily activities and ask them to evaluate their own performance, as part of our search for identifiable outcomes of this course and in response to the fourth research question, (d), the enhancement of effective management.

Roles and Responsibilities in the Educational Process

All four questions are, in varying degrees of explicitness, related to the political context of the 1980s. During that period, motivation was severely damaged by industrial action, and public confidence in the quality of schools and teachers diminished. The industrial action both polarised senior management and their staff, and alienated the public, at a time when financial constraints were already squeezing a profession which was struggling to maintain standards. Despite reduced resources (eg. 50% cuts in ILEA, 1988-89), new legislation was requiring wide-ranging changes in education. This study is concerned with the changing relationships between parties (teachers, managers, the public, parents, local and central government). We examine the underlying assumptions regarding the fundamental values of education and the role of senior managers in realising desired outcomes.

In order better to understand the evolution of these relationships, we look at developments in educational policy making since 1944. The

work is founded on the belief that an appreciation of the factors which may have contributed to the policies today's senior managers must deal with is essential to a true understanding of this capsule of time, and no apology is made for the length of this first chapter.

The focus of the study is on individual motivation and career aspirations, but in addition, the research seeks to explore the interface between the individual and the wider polity. As we move through definitions of career and forms of professional development (Part II, Section 1) the role of the individual is discussed in relation to his (1) function within the education process. Part II, Section 2 explores the reasons for management training in education. It passes from a review of the underlying purposes of education to discussion of the ways of achieving these aims and of monitoring the process.

This entails an analysis of the means by which the education process can be controlled to realise desired, and monitor actual outcomes, and reviews centrally-derived initiatives introduced over the last decade eg. the GCSE and other forms of assessment, and the National Curriculum. We then consider how schools' performance can be evaluated and by whom this should be done. This leads to an analysis of the current roles of senior staff in the light of the impact of new legislation on the management of schools. The theoretical consideration of accountability is followed by an examination of the practical implications of these changes for senior managers in

schools. Part II, Section 2 reviews the responsibilities and duties of senior managers, past and present, before moving on to look at the part played by the Open University's Advanced Diploma in Educational Management in preparing aspirants for the role (Part II, Section 3).

It is beyond the scope of this study to compare the effectiveness of the ADEM with that of other courses designed to support senior managers of schools. For any of the reasons outlined below (page 17), such a comparison would be a valuable contribution to the field, and worthy of future study. The present writer is, however, unable to address the issue here.

B. Relevance of the Research

Personal interest, as expressed on page 1, cannot alone be justification for a project of this nature. Earley and Weindling advise us that

"little is known about head teachers and their career paths." (Earley & Weindling 1988, page 3)

While we are indeed investigating the career development of Headteachers, it is not only with this group of top managers that we are concerned: we use the term 'senior' to embrace heads, deputies and Senior Teachers (Incentive Allowance E holders), and include in this study Middle Managers who are aspiring to advancement (see Appendices 6 & 7 for details of pilot and research groups).

Furthermore, the small scale of the sample could not hope to draw any conclusion regarding career paths in general, and aims to offer no more than some case studies which may or may not be typical of the profession, but could lead to further research.

Course Evaluation

If it is neither the composition of the group studied nor its scale that gives relevance to the project, perhaps Everard suggests a more apposite purpose for such educational research: evaluation of outcomes. Referring to the consequences of courses, he states that

"not only does very little research evidence exist, but it is difficult to persuade researchers to undertake such work....what evaluation does take place is largely aimed at critiquing the inputs to the course, rather than assessing the outcomes." (Everard 1988, page 197)

In other words, we should be concerned not with the 'what' and 'how' of courses, but rather with their effects. We might challenge the accuracy of Everard's perception if we take the term "researcher" to include not only the professional but also the lay teacher-investigator. Furthermore, the dearth of studies into outputs may be due to lack of funding rather than to a misplaced interest on the part of 'professional' researchers.

Whilst the dangers of relying on the perceptions of 'outsiders' to education cannot be ignored (see eg. Shipman 1990, page 7), Everard is, nevertheless, helpful in highlighting for us the need for

courses to be effective or, as he puts it, we should seek to

"find out if managers who have been on courses actually behave differently - that is, more effectively - when they return to their jobs." (Everard 1988, page 198)

His equation of 'differently' with effectiveness might also be contested, but we shall be looking for evidence of any change in respondents' performance subsequent to their studies for the ADEM. Whether this can be attributed to the course itself or to natural development over time and with greater experience will be a matter for discussion, but the researcher recognises that a definitive answer to this question is not possible. Even if the work were able to include the perspectives of respondents' colleagues, any conclusion would remain subjective and partial, given the influences of experiences beyond those offered by the formal course.

The National Development Centre for School Management Training (NDCSMT), Bristol, (1985) supplies us with a helpful analysis of why the outcomes of a course should be evaluated:

1. For course improvement, i.e. to improve quality.
2. To produce evidence of course utilisation i.e. how the course is used and by whom.
3. For reasons of accountability - to those who have provided financial resources, time or effort.

Evaluating the Advanced Diploma (D02)

In terms of (1), this study might hope to be of value to the O.U. ADEM course team, in producing evidence that may suggest modifications to the content, presentation or administration of the course.

Current O.U. records will already partially meet the needs of purpose (2), though analysis of enrolments is not made

"on a regular basis." (Bush, 1990)

As Hughes points out,

"The student body for O.U. courses is diverse and is situated in all parts of the country. Procedures for obtaining student reaction to a new course are correspondingly fairly elaborate." (Hughes 1986, page 55)

This was borne out by the O.U.'s reaction to the proposed programme of this research project: although an evaluation survey had been carried out by the course writers in 1985, when the first year's cohort completed the ADEM, the study had been limited both in scope and by the fact that, being conducted at such an early date after students had finished the course, its impact was difficult to detect.

The Open University Institute of Education Technology (IET) had, in their survey, sought information from 191 participants by means of a

questionnaire. This focused on i) the breadth of use of the programme;

ii) its impact, as evidenced by changes in students' management approach and institutional change;

and iii) the course's impact on group training programmes.

The OU had a response rate of 77%, but was aware that it was too soon for the real impact of the course to be determined. The possibility of a deeper study, as proposed by the writer, albeit of a smaller group, offered potential from the points of view of (1) and (3). (A detailed account of the instruments used and the cohort studied for this project is given in Part III, below.)

Accountability in Education

It is reason (3) above which had the greatest immediate contemporary validity to a project conducted in the wake of the ERA: in a period of increasing calls for accountability, whether in education or any other public service, this research was in keeping with a political trend as revealed by the market philosophy underlying proposals for local financial management of schools and general medical practices. Herein lay the essence of the study, and the importance of the fourth question, whether the ADEM produces more effective managers.

The project thus assumes political and social dimensions, taking it further than market research. As indicated above (page 15), the

researcher was seeking to illuminate the role of the individual in the education process and the benefits derived by him, the institution and society respectively as a result of management training and greater effectiveness.

Throughout, our discussions return to issues of accountability. If, indeed,

"schooling is not only about the transmission of knowledge, but also about the civilising, socialising, or controlling of a new generation " (Pateman 1978, page 49)

the aims and values perpetuated by teachers raise ethical questions which go beyond the school. This was never more graphically illustrated than in the William Tyndale case, where a group of teachers with unorthodox views were eventually dismissed (Auld, 1976). This has been seen as reflecting the threat they posed to the status quo. Whether or not we accept that interpretation, the affair undoubtedly raised awareness of the dangers of instrumental figures holding values which conflict with those of parents, the ruling political party and fellow professionals. A more recent example can be found in the Culloden incident. Here, a series of BBC documentaries (BBC 1991) about this 'progressive' junior school raised public disquiet and led to an HMI inspection.

Public confidence in education was at the time of the Tyndale affair (1970s) already foundering in the wake of post-war euphoria, as international monetary crises contributed to a reduced labour market

in Britain. The consequent loss of faith in the practical value of qualifications was fuelled by mistrust of the teaching profession, resulting in a 'legitimation crisis' (Habermas 1976). Although this may have been symptomatic of a more general movement against autonomous professional bodies (which we have subsequently seen spread to the medical and legal professions), education was the first service to feel the effects of this demand for public scrutiny and the rendering of a formal account. From the requirement to publish examination results and unauthorised absence rates (Education Reform Act 1988, Sect. 22), to the publication of 4-yearly inspection reports (Education (Schools) Act 1992), schools have been opened up to the market philosophy which envisages competition as a means to raising educational standards.

Accountability in education has, then, gained increasing public prominence since the 'Great Debate' of 1976. Yet two major studies (Becher et al. 1979 and Elliott et al. 1981) each point to the benefits to be derived by the profession, and the potential for accountability to improve public confidence in the education system, underlining the 2-way process involved. Our discussion in Part I looks in more detail at the ethical foundations of accountability and the means of rendering account demanded of the education system as a result of the Education Acts 1980 & 1986, and the Education Reform Act 1988.

C. Perspective

The previous section leads to a declaration of the perspective from which the researcher writes. Clearly,

"an author's assumptions hold a book together.
Alternative explanations will result if the model
is changed" (Shipman 1984, page 6)

and, however objective a researcher seeks to be, the invisible influence of experience and personal tendencies will subtly inform his approach.

Perceptions of school management are based upon assumptions regarding decision-making and implementation. These may derive from a rational model, as in the work of Dale (1984). Here issues/problems are definable, ends identified and alternative strategies for achieving these considered, giving an impression of a rational, linear process from identification through to implementation.

Hence Dale is able to suggest the various purposes of education eg. for the individual or for the nation. Outcomes can be categorised as those of social engineering, social control, or the social wage. The source of education is defined as being society-centred or state-centred. The pattern of implementation is seen as planned or incremental, while the scope of education considers the extent of influence allowed within the boundaries of the state apparatus.

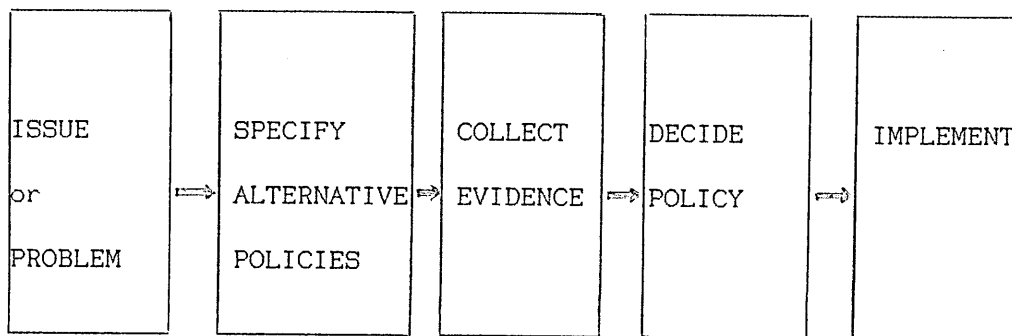


Figure 5. A Rational Model of Decision-Making
(Shipman, 1990)

This rational model underlies such initiatives as the use of GRIDS (see Part II), and, it is suggested, the government's imposition on schools of centrally-determined initiatives such as the publication of examination results. Having identified a problem, for example low achievement, they have assumed that the exposing of data to public scrutiny will lead to raised standards..

Shipman offers an alternative interpretation of policy-making: the political model. This acknowledges the influence of external factors in formulating the idea/problem, identifying means for achieving them, and in implementing these. It assumes neither rationality nor a linear process. It recognises that policies are built up over time and implemented over time, thus ends and means become confused and boundaries eroded.

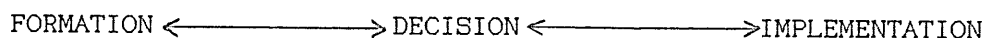


Figure 6. A Political Model of Decision-Making
(Shipman, 1990)

To illustrate the potential for decision-making to be deflected from a rational path, Shipman identifies 9 possible interactions between the 3 prime levels of the education service (DES, LEA, school). He suggests that decisions are formed without having access to adequate information across the boundaries of politicians, administrators and professionals. Furthermore, implementation of decisions taken is subject to local adaptation:

"The education service is organised so that goals are frequently displaced, initial intentions buried and new priorities adopted. This is conflict not consensus."
(Shipman 1990, page 57)

Theoretical Models

Without detracting from the unique nature of individual theoretical models, Dunleavy and O'Leary (1987) have presented a convincing account of how theories overlap, thereby adding to the difficulties of defining a writer's perspective.

Using Dunleavy and O'Leary's analysis of models in terms of values, theories and empirical evidence, it is reasonable to ascribe to the present work a broadly neo-pluralist perspective: it is consistent with centralist political values; the problem analysed is one of long-term social and political trends and investigates the complex inter-connections between politics and economics. As regards theories, the researcher shares with neo-pluralists an inductive approach, moving from evidence of experience to the formulation of more general propositions. She recognises the inherent difficulty

for social science projects of rationalising multiple causal effects. In respect of *empirical evidence*, however, the writer veers more towards the pluralist commitment to

"the cumulation, critical sifting and integration of evidence"

rather than the neo-pluralist lack of "follow-through" (Dunleavy and O'Leary 1987). It is appropriate to end this discussion with a reminder that

"it is individual theorists rather than schools which think and write, and some individual thinkers cut across our analytical categories...the surprise would rather be that the complex works of any real author should slot neatly into any one of our boxes." (ibid page 9)

The present study declares a debt to the assumptions of Shipman's (1990) political model but the writer is aware of the derivation of the model in pluralism and in seeing learning as central to the management task. This was expressed by Isaacs over half a century go:

"The children themselves are the living aim and end of our teaching. It is their thought, their knowledge, their character and development which make the purpose of our existence as schools and teachers. And it is the modes of their learning and understanding, their physical growth and social needs, which in the end determine the success or failure of our methods of teaching." (Isaacs, 1932, p.11)

D. Structure

The structure of the report is as follows:

PART I. THE CONTEXT OF MANAGEMENT

As background to our questions (a) and (b) (pages 2-3), this chapter examines assumptions about the purposes and outcomes of education, and its potential as a means of securing planned social/economic change is considered against the rational and political models briefly presented above.

Before examining the responsibilities of today's senior school managers, we explore underlying assumptions as to the purposes of education and the outcomes schools have been expected to achieve over the last century. The difficulties of assessing outcomes in education without relating these to input, process and environmental factors are discussed. Recent attempts to determine performance indicators are then reviewed. Various models of accountability are used to interpret educational legislation of the 1980s. We consider the implications for school managers if, as Shipman suggests,

"Legislation doesn't guarantee anything will happen inside the classroom" (Shipman 1990, page 48),

the scope this offers for local initiative and the difficulties implicit in demanding accountability of an irrational service.

We conclude by noting the discrepancy between the expectations of government and public, which are implicitly founded on a rational perception of education, and those of the profession, based upon the political model, where outcomes must be judged in the context of input and environment, as well as of process. Therein lies the task for today's senior managers of mediating between these political and resource implications, and those more traditionally associated with learning.

PART II. TRAINING FOR SENIOR MANAGEMENT OF SCHOOLS

This chapter focuses on the pattern and source of management training available in Britain over the last decade. It is based upon 2 assumptions:

1. That the outcomes of a school are largely determined by the quality of the institution's management;
2. That effective management can be taught and does not rely solely on innate qualities.

We begin with a discussion of the expanding role and responsibilities of senior managers in schools. It is suggested that management training is not a straightforward, rational means to achieving the desired end (training for competency leading to raised standards of learning), but is itself subject to the competing pressures of professional concern with standards, financial matters,

and political calls for accountability, the 3 recurring strands of daily management in today's schools. The implication of this is that the role of senior managers relies not merely on the ability to administer, or on having charismatic leadership qualities: it requires a new perception of school management.

Section 1

The respective importance in meeting individual and institutional needs through professional training is related to a change in terminology, as INSET and staff development, once two distinct processes, have become merged. Motivation for seeking management training is discussed in the context of respondents' career stage and ambitions, of senior managers' expanded role following legislation of the last 10 years, and of demoralisation amongst teachers.

As pressure has mounted for schools to render formal account of themselves, to realise the desired aim of higher standards, and to make their own decisions as to how to achieve this complex goal, management training has been seen as a vital aid. We conclude that individuals are motivated to meet the challenge through their sense of professional, rather than through the strictures of moral or contractual, accountability.

Section 2

This section traces the development of management training in schools as a response to calls for greater efficiency, following the Great Debate (1976) and as senior managers' roles have expanded. We examine the quantity and quality of management training courses available between 1980 and 1986, and their up-take by teachers. Recommendations for their improvement, made by contemporaneous researchers are discussed. A number of more recent (post 1986) management training initiatives are then reviewed.

In the light of central support for management training, we question whether this is primarily a response to professional needs or is an indirect means of ensuring that schools are better equipped to manage themselves more efficiently, failure to do which will result in the application of moral and/or formal sanctions.

Our conclusion is that senior managers have risen to the professional challenge, albeit to the detriment of personal ambition and knowledge, though it is suggested that management training can bring both institutional and individual benefits.

Section 3

In this section, the Open University Advanced Diploma in Educational Management is examined in detail. The scope of distance learning is discussed and the expectations of course providers compared with

those of the first cohort of students. These are later contrasted with the outcomes desired by our respondents (Part IV below). The section concludes with a justification of the research project, in terms of accountability to course providers, 'clients' (students) and course developers.

PART III. RESEARCH INSTRUMENTS AND METHODOLOGY

The aims of this work are placed in the context of educational changes, determined by central government and designed to raise the standards of learning in schools of the late 1980s and early 1990s.

The comparative merits of qualitative and quantitative studies are discussed, and the practical constraints of this research related to the needs of the objectives of gathering data regarding the motivation of students undertaking the ADEM, and the anticipated and actual outcomes of the course.

The selection criteria and composition of the pilot group are described. Each of the research instruments is presented regarding first, its rationale and structure, then the procedures for its piloting. Amendments made following this trial run are noted.

We explain how the instruments are triangulated in order to validate their findings. The section concludes with a discussion of the restrictions imposed upon the research by its scale. The decision to

include both pilots and members of the research group within the analysis is explained.

PART IV. ANALYSIS OF THE DATA

The data is analysed within the framework of the 3 potential uses of course evaluation suggested by the National Development Centre for Management Training (page 18 above).

Section 1. The Research Group

This section compares the research group with the pilots and with the student body at the time of the IET survey of 1985, thereby allowing trends to be suggested in the gender, age, qualifications, professional background and experience of ADEM students. The findings are offered to course planners for use when targeting future markets.

Section 2. Why the ADEM?

We address the research question (a)(page 2), and investigate the motivation of respondents in undertaking this management training course. 6 types of expectation of training are identified, offering comparison with Broussine and Guerier's and with Bolam's models of institutional and personal needs. Contrary to the assumption underlying questions (b) and (c) (page 3), that respondents were

seeking preparation for career advancement, this does not feature as a prime incentive to study. Expectations are found to respond to both deficiency and growth needs in current roles, and according to professional and personal circumstances. Reference is made to the motivational theories of Herzberg and Maslow.

Why this specific course is seen as an appropriate means to these ends is associated with the flexibility of distance learning, and with the anticipated relevance to students' everyday work situations.

Once more, data provides evidence for course planners. It enables the team to compare their expectations of the ADEM with those of students.

Section 3. Expectations of Career Development

In this section the third question of the research is dealt with so as to compare actual with desired outcomes, following study for the ADEM. The implicit assumption in this question was that students were seeking career development. We consider the extent to which the diploma course may have contributed to career progression, whether or not this was a desired outcome, and conclude that students are successful in gaining promotion irrespective of their initial hopes for such advancement.

The importance of study as a means to career development is found to be less than anticipated. It is suggested that this may be due to the reduced availability of senior posts, and to the unattractive nature of current management in schools.

It is concluded that the ADEM is seen rather as a means to increasing professional and personal knowledge, indicating a move towards the right end of Bolam's model (Figure 11, page 137), where individual needs potentially receive greater attention than those of the institution. This leads to a discussion of respondents' perceived managerial effectiveness following their studies. It is suggested that their competence has developed in 7 different areas. Individual performance is enhanced thereby facilitating institutional development and responding to personal and organisational needs. The expectations of students and of the course team are therefore realised and our assumptions proved to be valid.

The course thus satisfies immediate short-term needs, as opposed to the longer-term aspirations.

We suggest that the conducting of 3 research projects prepares teachers for the political reality of senior management in schools. The success of these depends upon such skills as negotiating, analysis and communication. The value of the ADEM is in tune with a perception of Shipman's political model of the school (page 24).

Section 4. Outcomes of the ADEM

We frame our analysis in a comparison between the expectations of the course and the outcomes discerned. The analysis addresses the third and fourth questions posed by the researcher (page 3).

The first part of this section considers the evidence for careers having been advanced following respondents' work for the ADEM. Respondents show that they have felt prepared for promotion in the course of their studies, often contrary to previous career plans.

The second part of the section considers the question of increased effectiveness. In order to determine this, current roles and responsibilities are examined. From this, indicators of effectiveness are revealed. These are found to be related to esteem/ego and self-actualisation needs, bearing comparison with the theories of Herzberg (1966) and Maslow (1954).

Increased personal effectiveness is accompanied by institutional development, showing the compatibility of these outcomes. Bolam's model (Figure 11, page 137) is seen to be inappropriate and in need of adaptation to today's situation.

Section 5. Why Students Persevered with the ADEM

The final part of the analysis focuses on the assumption, in the second question of the research (page 3), that students should find

studying onerous in the light of a demanding job. Evidence of stress is sought.

Details of the Part A courses studied and Part B research topics selected are given in order to deduce the needs and interests of students. Their reasons for choosing these and their evaluation of the ADEM's components lead us to conclude that the long term expectations of increased career development are outweighed by the immediate rewards derived from a sense of growth, recognition and achievement. This evidence confirms Herzberg's theory of motivators and reflects satisfaction of Maslow's higher order needs.

As anticipated in our question (c) (page 3), stress is found to result for most students, though in some cases this is negligible. The common causes of stress are those of pressures on time, conceptual difficulties, O.U. administration or organisational issues, relationships with colleagues and political changes. These external factors are consistent with Herzberg's demotivators. They are not present in such quantities as to act against the presence of motivators, therefore studies continue.

Motivation is found to stem from students' own perception of their needs, and it is concluded that they are responding to feelings of professional accountability, which would be lost if more formal requirements for training were imposed. In the few instances where respondents feel a sense of moral or contractual accountability,

they experience less enjoyment through the course, due to the need to attend to lower order needs such as those of security.

It is concluded that teachers should be encouraged to seek training of their own volition, in order to maximise the potential for increased personal, and hence institutional, development.

CONCLUSION

Responses to the 4 questions posed by the research (pages 2-3) are used as a basis for making recommendations to the O.U., thus responding to the criteria for course evaluation suggested by the NDCSMT (page 18 above).

The constraints of small-scale research are once more recognised, together with the limitations of drawing any generalisations from such studies. Although some possible trends are suggested, the work aims rather to portray the reality of managing schools in the late 1980s and early 1990s. The case studies are intended to illustrate the impact of change and the increasingly political nature of school management. They may offer ideas for further research.

Despite the size of our samples, it is anticipated that the composition of the student body for the ADEM has changed, and marketing strategies are proposed which recognise this increased

diversity. For the same reason, it is advised that course materials should be reviewed and expanded.

The expectations of students are primarily a desire for personal and professional knowledge. This will in turn lead to organisational benefit. We conclude that meeting the needs of individual and institution are not only compatible objectives but interdependent. We recommend that the O.U. should make these aims more explicit in its prospectuses.

To the LEA and institutions, we advise that they recognise the benefits individuals are likely to bring to the school as a result of their studies, and suggest that the most appropriate form of recognition is in terms of financial support.

The incidence of stress when teachers undertake the ADEM is noted. Recommendations are put to the O.U., designed to reduce the sources of this where they stem from organisational or administrative causes.

In order to sustain motivation, it is proposed that motivators associated with interest, relevance and a sense of value could be increased if course materials were reviewed.

Evidence would appear to confirm the success of the ADEM, both in preparing students for promotion and in enabling them to be more effective managers. While we acknowledge the difficulty of proving

cause and effect, it is suggested that the O.U. could make more use of these perceived successes. The impact of individuals' research projects could also be widened by making them available in published form. This would open further possibilities of the O.U. cascading its influence more extensively.

Our final conclusion is that the ADEM succeeds because it meets individual expectations of the course. Individuals consequently gain career progression and a sense of greater effectiveness. This individual benefit leads to institutional development.

It is suggested that the value of this course lies in the fact that it has identified the true political nature of senior management in schools. Students are prepared for this task by developing skills which can be used for managing the 3 packages proposed by Shipman. This is the form of management training advocated for meeting the needs of our schools in the 1990s.

Notes

1. In the interests of brevity, the masculine pronoun is used throughout the work. This in no way indicates an association on the part of the researcher of senior management as a male preserve.

PART I

THE CONTEXT OF MANAGEMENT

Management in Education: A Definition	42
---------------------------------------	----

AN IMPLICIT RATIONAL MODEL

The Aims of Education	45
Tension Between the Functions of Education	45

RECOGNITION OF THE POLITICAL NATURE OF THE EDUCATION PROCESS

Individual and State Needs	50
The Curriculum	52
Disillusionment with Education	56
Control of the Curriculum	58
Towards a National Curriculum	59
Changing Roles in Policy-Making	65

THE CHALLENGE FOR SCHOOL MANAGERS IN THE 1990s

Evaluating the Outcomes of Education	67
Intended and Unintended Outcomes	67
Effectiveness or Efficiency	68
Some Practical and Ethical Problems in Quantifying Schools' Outcomes	73
Public Expectations of Schools	74
The Profession's Response to the Call for Raised Standards	75
The Political Response to Raising Standards	80

Accountability: Some Definitions	81
Accountability in Schools	83
The Move Towards Contractual Accountability	90
Control of the Processes of Education	94
Monitoring Outcomes	98
CONCLUSION	105

PART I.

THE CONTEXT OF MANAGEMENT

An awareness of the context in which school management has developed is helpful to our understanding of the expectations placed upon today's managers of a publicly financed service. Calls for cost effectiveness and the achievement of quantifiable aims are superseding the traditional demands placed upon teachers, and the emphasis is moving from provider to customer/consumer needs. The study was conducted at a time when

"Management at school level is now in the front line of the national campaign to improve standards and make the education system more responsive to consumer demand."
(Esp 1991, p.181)

In order to understand the task before senior managers, this chapter considers the aims of education, for both individual and society, and the control of outcomes. We discuss the part Senior Managers (as defined on page 16 above) play in this process, and ask whether they can/should be trained for their roles. First, we define our use of the term 'management training'.

Management in Education: A definition

Everard (1986) draws a distinction between, on the one hand, management training in general, defined as skills-oriented and achievable by means of courses lasting from 1 day to 1 week, and, on

the other, training for management in education, as taught through award-bearing, knowledge-oriented courses of 1 year or more duration. The writer, however, as stated in Part II, Section 1 below, adopts a composite definition, in line with the DES'(1) concept of

"training in organisation and management" (DES 1986)

of senior teachers or those aspiring to senior management posts in schools. The very title of DO2, "The Advanced Diploma in Educational Management", and its promise of a formal award on completion of a 2/3 year course, would affirm Everard's categorisation of this course as training in educational management, but the writer suggests that this distinction may be artificial, relying as it does on a difference in methodology and formal accreditation rather than on a fundamental difference in purpose. Moreover, DO2 is not, as will be seen in Part II, Section 3 below, predominantly knowledge-based. While the title identifies it as an example of specifically educational management training, its methods are only partially consistent with Everard's criteria. For these reasons, our study treats the Open University Advanced Diploma in Educational Management as an example of management training. It is viewed as a form of INSET, pursued primarily by individuals, as opposed to groups, yet sharing the ultimate purpose of all staff development: improving the education of children.

"Its primary aim should be to increase the quality of pupil learning by the development of staff potential and

it should seek to recognise the specialised needs of the individual teachers." (McMullen 1991, p.165)

It is the aim of this study to ascertain whether the pursuit of increased effectiveness is overt or whether it is an implicit expectation for respondents, or, indeed, whether it is secondary to their quest for professional advancement.

Management training takes place in the context of underlying assumptions about the aims of the education process overseen by Heads and their senior colleagues. The training of managers for their roles assumes that

- a) these aims are definable and
- b) actual outcomes can be evaluated against those expected.

There is a further assumption, that

- c) the quality of management will determine the effectiveness of the school and that management can be improved by means of professional training.

AN IMPLICITLY RATIONAL MODEL OF EDUCATION

The Aims of Education

An understanding of the aims of education is part of the context for management in schools. These are, accordingly, examined. It has been suggested (Musgrave 1972) that education can fulfil 5 functions:

1. The transmission of culture
2. Preparation of future innovators (eg. scientists)
3. A political role in a) providing future leaders
b) preserving the present system of
government by ensuring loyalty to it
4. Social selection
5. An economic role in providing both the quality and quantity
of national labour.

Implicit here is the rational model of policy-making (see page 24 above, and earlier functionalist writers eg. Musgrave), whereby educational aims and means are clearly defined and, notwithstanding social and political goals, may act independently of their social context.

Tension between the Functions of Education

These aims can however conflict or cause dysfunction between the individual and the state or within the state itself. This leads us

to suggest that Shipman's (1990) political model, (page 24 above) may offer a more appropriate framework for interpreting the educational process.

For example, function (1) is essentially conservative and could work to the disadvantage of (5), as state economies compete internationally and must respond to external pressures. The widespread provision of education and its extended duration may also threaten cultural survival, as individuals' beliefs and tastes become matters of personal conscience, as opposed to inherited values. John Dewey's argument (1916) that democracy depends upon the transmission and inculcation of certain traditions and qualities would, undoubtedly, invite libertarian critique for its repressive effects on the individual, but could be justified in terms of its support of the collective identity and welfare.

In recent years, function (4), selection, has underlain much educational debate. It has given rise to discussion of the means and timing of selection, the form of education provided, and the structure of institutions and bureaucracies. Throughout, the rights and duties of the individual have been balanced with those of the state. The national 'wastage of capability' (Musgrave 1972), likely to be incurred by not offering adequate education to all, has been weighed against an envisaged threat to the status quo by an educated populus. Selection has been justified morally, on grounds of equality of opportunity; psychologically, an educationally fulfilled child being thought to develop into a mentally healthy adult, and

economically, the individual is seen as a resource for national survival.

Young and Whitty have described how, since the Crowther Report, 1959,

"social justice and economic growth were seen as inseparable, and education was regarded by sociologists and politicians alike, as the major route to personal and national salvation." (Young & Whitty 1977, page 3)

The belief in education being both good in itself and the means to social mobility thus took root.

The last two decades have, however, seen this faith in education eroded. For some analysts (eg. Musgrave 1977), the explanation lies in dysfunction between aims (1), (3) and (5): the British education system fails to produce workers whose attitude towards industry and technology is in keeping with the needs of an advanced economy. It is argued that

"There seem to be three important sets of values that, when held by the labour force, smooth the working of a semi-capitalist economy ... the value attributed to a successful life ... the value given to equality of opportunity ... the value put on change."
(Musgrave 1977, page 329)

The solution is therefore thought to lie in instilling in individuals a different attitude, one which would lead to enhanced personal and national prosperity.

In proposing that

"A laissez-faire economy requires on the production side a positive attitude towards money making and 'getting on', and on the consumption side there must be eagerness to 'keep up with the Joneses'," (ibid page 348)

Musgrave is implicitly putting national before individual need. While his proposals could be justified as paternalistic, and intended to benefit the individual, there lingers a suspicion that function (5), the economy, has become dominant, and manipulation of function (1), cultural values, is the key to its achievement.

A more overtly Marxist interpretation of public loss of faith in education is offered by Young and Whitty. These writers suggest that attempts to compensate for social disadvantage and to concentrate on issues of selection and provision fail to address the real point:

"What counts as education." (Young & Whitty 1977, page 6)

They argue

"That to separate out questions of access and distribution from consideration of what access is to, what is distributed, and who are involved in these processes, is to limit both sociological analysis and possible alternative practices to questions of administration." (ibid, page 7)

It is, they suggest, because policy-makers have failed to recognise the conflict between education's functions vis-à-vis the individual and the state that their policies have been unsuccessful.

"The notion of 'equality of opportunity' rests on a basic premise of the bourgeois ideology of education - that an individual can use educational qualifications to 'escape' from the working class...In short, the 'Old Left' attempted to separate skills from values; their politics rested on an inadequate analysis of the ideology of state education." (ibid, page 261)

We are, therefore, reminded of the interdependence of skills and values, of a liberal education for the individual and for the economic needs of the state.

Education is thus linked inextricably with the wider political situation. Ends and means cannot be neatly bounded, divorced from the potentially conflicting needs of the various partners. The rational assumptions implicit in earlier policy-making have been found wanting: today's policy-makers have acknowledged the reality and turned the potential for conflicting demands to their advantage, giving local flexibility within a centrally-controlled framework, where the strictures of accountability and market forces will maintain the balance. Public ownership will recognise the rights of all to determine the future of education for individual and state. Implicit in all of these initiatives is the aim of raising standards and increasing the effectiveness of schooling.

RECOGNITION OF THE POLITICAL NATURE OF THE EDUCATION PROCESS

Individual and State Needs

Whether education is essentially about developing the individual or whether it serves the purposes of society in ensuring an appropriate future work force, compliant citizens and hence the economic and cultural survival of the nation, is an issue which has vexed educators and providers throughout the history of education. It is through the curriculum that schools have revealed their values. Implicit in the content of the curriculum are the assumptions held as to education's role.

Throughout the course of British state education, since Foster introduced the Elementary Education Bill in 1870, discussion of the philosophical aims of education has soon met such themes as the interdependency of multiple social factors, the competition for finite resources and the necessity for a bureaucracy by which to administer policies. We should not be surprised to find precedents to the legislation of the 1980s in the solutions to educational problems identified by earlier generations. For example, calls for a common core with differentiation in time and emphasis can be found in the Spens Report (Report of the Consultative Committee on Secondary Education with Special Reference to Grammar Schools and Technical High Schools, 1938, page xix).

However, solutions cannot, we argue, be divorced from their wider economic and social contexts. The complexity of these simultaneous interactions weakens any definitive attribution of educational aims on the part of policy-makers to the rational model. It is suggested that the difference between earlier initiatives and those of the 1980s lies in the later governments' determination to realise a coherent educational philosophy. Failure to achieve this and the many changes of direction witnessed since the passing of the ERA (Education Reform Act, 1988), such as the reduction in subjects to be studied at Key Stage 4 (Clarke, 1991), vindicate Maclure's assertion that

"in England there can be few revolutions, only changes in tempo and direction." (Maclure, 1965, page 17)

Policy has tended to be developed only incrementally, adapting to the realities of finite resources, competing with other public services, to the demands of diverse stake-holders and to the constraints of time.

We are, then, led to Shipman's political model of policy-making (Introduction, page 24), where educational ideals become diluted as they interact with other competing needs and are introduced over time. This assertion may be illustrated by the changes made to the original composition of the National Curriculum (DES 1988), as the constraints of time and human resources have seen the reduction in Key stage 4 requirements (1992)

The Curriculum

Who has control over determining the content of the curriculum thus becomes a vital question.

Although traditionally British schools' aims were rarely voiced explicitly, it was possible to trace, through the curriculum offered, the underlying principles of education, assumed by the government, teaching profession, parents and society at large. Until recent years, these aims had tended to be implicit in the content of the curriculum, which had, through custom, been left to the professionals to determine. Legislation of the 1980s required that values be made explicit. Their determination and imposition under statute have moved control of outcomes from the profession to central government.

As Raggatt notes

"Sorting takes place through the curriculum ... this determines who has access to what sorts of knowledge and why." (Raggatt 1986, §1.2)

This, in itself, makes curriculum policy a

"natural focus for political activity"

since,

"beyond skills of literacy and numeracy, the debate immediately engages with people's values, with their ideological beliefs. It requires judgements about the nature of society, knowledge and the learner and the relationships between the three." (ibid. §4.14)

What the curriculum consists of and who determines its content thus become highly political questions. In the last decade, we have witnessed extensive change both in the content of the curricular offer, and in who is responsible for its determination, reflecting new purposes and calling for more formal accountability.

The traditional 'secret garden' (House of Commons, 1976) view of the curriculum as being the responsibility of the teachers was, in fact, contrary to the spirit of the 1902 Act, which vested power over the curriculum in the hands of the Secretary of State. By 1944, many LEAs, generally over-stretched and ill-informed on curriculum matters, left decisions to governing bodies, who in turn left them to the professional experts - ultimately, the head. Archer (1981) interprets this in resource dependency terms as teachers exchanging services - their expertise - for resources and negotiating powers. Raggatt reminds us, however, that the profession was not given carte blanche:

"it was 'licensed', 'controlled' or limited professional autonomy - limited by public opinion and the 'corset' of public examinations" (Raggatt 1986, §2.28)

at least in so far as the secondary sector was concerned.

The public, in the period of post-war euphoria that suffused the nascent welfare state, were happy to leave to the professionals decisions of content, education (or more precisely, success in the 11+ and other public examinations), being seen as their key to

individual advancement in an egalitarian society. This was the uncontested, if unvoiced, aim of the service. As Maclure puts it, there was a

"benign assumption that people were generally agreed about the aims of education, vocational, cultural, personal."
(Maclure 1988, page 150)

Along with their unchallenged right to education in a liberal society went a naive belief in its omnipotence. It was the panacea to end all ills and injustices: personal enterprise would enable the individual to raise himself, in proportion to his skills and talents. Individual and state would be joint beneficiaries in the wealth of the burgeoning economy.

Once more, the various parties share an implicit belief in the rational linking of ends and means, whatever the outcomes each seeks. The Education Act 1944 is reassuringly evasive as to the respective priority of these needs. While instructing Local Authorities

"to contribute towards the spiritual, moral, mental and physical development of the community by securing that efficient education throughout these stages [primary, secondary, F.E.] shall be available to meet the needs of the population of their area," (Part II.7)

the Act makes no judgement regarding the relative importance of educating the individual for adulthood, or for membership of society.

It has been suggested (eg. Shipman 1984 and 1990) that it was by default, at this time of national recuperation, that curricular decisions fell to the teachers. Education administrators were preoccupied with the immediate practicalities of buildings, replacing those lost or damaged, and providing more to meet the expanding demands of the post-war baby boom. The laity were ill-equipped for involvement in such ethical issues which, traditionally, were beyond their responsibility, and were shrouded in a professional mystique.

The aims of education thus remained implicit in a curriculum determined and delivered by the profession. This sought to equip all with the essential tools of literacy and numeracy, and an historical and religious appreciation of the nation's heritage, before differentiating, on the basis of an 11+ examination, between the forms of secondary education best suited to the development of individual talents.

The fundamental recognition of the individual's right to education and the matching of secondary education to his personal abilities, necessarily involved different provision: grammar, technical and secondary modern schools were the chosen state media. This divisiveness might potentially have been contested as being a curb to the very means of social and economic advancement education had been thought to offer to every child, irrespective of class or wealth. It could be seen as a device for controlling society, ensuring the perpetuation of the class system. However, scientific

evidence, eg. that of psychometric tests, was called in to justify the identification, at age 11, of future potential, thereby permitting educational decisions to remain in the hands of the professionals.

This consensus between consumer, provider and the wider electorate appears to have worked so long as each party - the individual and society - saw its anticipated outcomes realised by the education system: for the individual, preparation for adulthood, personally and vocationally; for the state, an appropriately educated future work-force, and citizens who respected the collective values of British society. Individuals and jobs were matched to mutual benefit, albeit to the perpetuation of class distinctions. The aims of education may have differed, but underlying each was the reliance on a rational model which linked ends with means.

Disillusionment with Education

By the 1960s, assumptions had subtly changed: education was being justified in terms of human resource capital theory, as

"An essential investment from which society stood to gain." (Raggatt 1986 §2.6)

Consequently, economic decline could be attributed to the failure of education to fulfil its part in society. By 1962, the Conservative government was led to conclude

"There is no doubt that shortages of skilled manpower have been an important factor in holding back the rate of economic expansion."

(White Paper on Industrial Training, 1962)

Post-war euphoria had given way to a more realistic expectation of education and disenchantment with its outcomes to date.

The liberal education provided since 1945 had produced a generation whose values differed from those of their parents' generation. Education, once the hoped-for means to a better life, was now seen as the cause of social unrest, as benign Teddy Boys were replaced by educated Hippies who rejected their social responsibilities and the values of family life, in favour of their individual pursuit of freedom and a different ideal of happiness. Far from equalising society, education had exacerbated the class difference. The right of the individual taken to this extreme was militating against national interests. Consequently, opposition was growing in diverse quarters both to the form of education offered by schools and to those who provided it. The rational model was, then, beginning to crumble in the face of evidence that education had not achieved the desired ends for consumers or for providers. No longer could education be seen in isolation from other social and economic factors, yet a rational explanation for its failure was still sought within the boundaries of education itself.

Control of the Curriculum

The 1960s saw the strengthening of public disillusionment with education. By implication, what was wrong was not the assumption that education was a rational process, but that it was being controlled by the wrong part of the system. The profession was thus being identified as the scapegoats. There was a growing suspicion that teachers were acting more in self-interest than in the interest of their consumers and providers.

What in effect was happening, we would suggest, is that events were proving the fallibility of a rational model. Education could not be delivered neatly packaged, with a guarantee that outcomes would be achieved, impervious to changes occurring in society and the economy.

A decade later, as international recession hit the British economy, public criticism of schools' performance combined educational with social factors to indicate the need for a review of curriculum policy.

Still, despite the recognition of the interrelationship of educational, social and financial issues, there persisted a belief in the rational linking of means to ends. Education was given the key role in achieving personal and national improvement, and would therefore be responsible for the success or failure of both.

The question now became one of control: if education was to play the major role and if the profession had hitherto failed to realise envisaged outcomes, should control not move to another part of the system? Here is the backcloth to the educational debate of the 1970s (Callaghan, 1976, Ruskin Speech, 'The Great Debate'), throughout which ran two themes:

1. Public dissatisfaction with teachers;
2. The needs of the economy, which were not being met by the existing education system.

Any interpretation of the events surrounding the Great Debate cannot fail to recognise the multiplicity of forces competing for control, and the links between education and the social and economic environment. However, whilst we may with hindsight analyse these developments according to Shipman's political model (page 24 above), it must remain a matter of dispute whether the debate was founded upon a rational expectation that ends (higher standards, leading to more fulfilled individuals and a more prosperous nation) could be achieved by adopting certain means (central control of policy).

Towards a National Curriculum

Where early discussion had focused upon the extent of educational provision, secure in a belief in the powers of religious instruction and bible reading to instil

"social peace, industrial skill and the arts of self-government," (Maclure 1965, page 4)

the Education Act 1902 specified that secondary education should include

"the English language and Literature, at least one language other than English, Geography, History, Mathematics, Science and Drawing, with due provision for Manual Work and Physical Exercises, and, in a girls' school, for Housewifery".

Debate since 1976 had gradually legitimised the concept of a national interest, yet the 6 aims proposed by The School Curriculum (1981) were decidedly pupil-oriented. The idea of a core curriculum had been mooted since the Great Debate. It was consistent both educationally and politically, meeting parental desires for a 'back to basics' approach, and government proposals for central monitoring and assessment of schools' performance. It could be sold to the public as a way of ensuring equality of opportunity, regardless of gender, race or creed, whilst concealing another - perhaps its real - intention, that of preparing the work force of the future, for national rather than individual needs.

Yet in all these deliberations, the fundamental purpose of education was not dealt with explicitly. The School Curriculum was, in the opinion of one writer,

"an essentially unproblematic statement in which particular subjects are identified." (Raggatt 1986, §4.15)

The style of policy-making inferred from this and the subsequent Better Schools (DES 1985) was that formulation is a matter for a paternalistic government, and consultation with the partners is about implementation. Implicit within this is the assumption of a system whose partners work towards a common aim, in a logical, linear fashion.

It was against this background that the Education Reform Act (ERA), 1988, and the National Curriculum (NC), were conceived. Following an acrimonious period of industrial dispute, the government was in a strong position to justify its control of education in the eyes of a public whose sympathy with the teachers was decreasing steadily as they saw educational principles becoming confused with salaries and hence with self-interest on the part of the profession. We might consider whether teachers had, perhaps, fallen into a political trap, allowed themselves to be discredited, oblivious of the long-term strategy. They little realised that their actions were not only harmful to their own case, but were legitimising further reductions in the powers of the LEAs, too, since the Authorities had failed to control the rebellious teachers. This erosion in responsibilities had already begun following the 1980 Education Act, and central funding, via the Manpower Service Commission (MSC), later the Training Agency, of TVEI had already started.

It is perhaps in the introduction of the TVEI that the Government's assumptions regarding the purpose of education were most clearly seen. Here, while still recognising the needs of the individual by

calling for a differentiated curriculum, the emphasis was on defined areas of experience: science and technology predominated, in line with the economy's needs. The inclusion of work experience can be interpreted as evidence of a desire to prepare a future work force. Yet these same initiatives can be seen, alternatively, as far-sightedness on the part of the government who, realising that the adults of the late 20th century would require new skills in order to be fulfilled, had taken a paternal lead. Furthermore, the common elements of TVEI gave substance to the government's commitment to Equal Opportunities. Professionally, it would be difficult to dispute the pursuit of authenticity and the desire to raise pupil motivation through the application of their skills in real situations. Parents and pupils would be satisfied as education's value was endorsed by the offer of employment, while employers would get the trained labour force they had been demanding that schools produce. The electorate could be reassured that expenditure on the education service was money well spent, as the economy responded and unemployment levels fell.

In such a scenario, it was surely unrealistic for the profession to believe it could win the battle against a government who controlled the purse strings, and who had both the powers and the growing political mandate to impose its will. Yet if policy formulation was the responsibility of central government, implementation still depended upon these weaker erst-while partners. Once more, the fundamental issue was avoided: public debate as to the underlying purpose of education seems never to have taken place.

Instead, the government plunged straight into a statement of general principle: the National Curriculum

- "a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- b) prepares such pupils for the opportunities, responsibilities and experiences of adult life." (ERA, 1988)

If individual development is accompanied by a more explicit expression of national need here than in earlier proposals, the underlying assumptions of the curricular aims remain obscure, and reference to the relative importance of individual and society's need is avoided. While the Government could argue the merits of a National Curriculum on the grounds of equal opportunities, since the removal of choice would stop trends such as the stereotypical dropping of science subjects by girls, it could be contested that this removal of choice was an infringement of individual rights and, indeed, that the compulsory study of specific subjects militated against developing individual talents. By now insisting that all pupils should study the 3 core (English, Maths, Science) and 7 foundation subjects (Art, Music, Geography, History, Technology, P.E., Foreign Language [secondary level only]), and that even pupils with a statement of educational need should not be exempt from the core subjects, the Government was preparing to mould its future citizens and labour force according to its own perception of personal, social and economic values.

We must ask whether such an attribution to purely political motives is a fair assessment of the National Curriculum. The Government might reply that uncoordinated chaos had hitherto resulted from schools' and pupils' freedom to pursue their own interests. This was wasteful of public funds and had not produced the skills required by industry nor the results rightfully expected by consumers. Talents were lost as social pressures ensured the perpetuation of stereotyped options. They might argue that, far from acting against the individual, the requirement of a differentiated curriculum recognised his statutory right to a level of teaching appropriate to his own needs. As regards those subjects not included in the National Curriculum, the call for cross-curricular themes eg. economic awareness and topics requiring periodic input eg. careers education gave schools scope for developing new courses. The 7 foundation subjects need not be taught as discrete areas. As for developing individual talents, the system offered magnet and technology schools, each with its own specialism.

To the remaining schools, such arguments might ring somewhat hollow, sounding like a convenient 'passing of the buck', as an impracticable but statutory requirement - one which they had played no part in identifying - now fell to them for implementation. The profession's role was clear: they were tacticians, no longer strategists. They might have control of the means, but the ends were clearly dictated by central government.

Changing Roles in Policy-Making

Consultation with the partners seems to address tactical rather than strategic planning issues. The replacement of 2 professional quangos (Schools' Council, Schools Examination Council) by 2 statutory bodies, the National Curriculum Council and the School Examinations and Assessment Council, reflected the central control which had superseded that of the profession. Although they were charged

"To forge close links with teachers to ensure their professional involvement in the revision and up-dating of the National Curriculum," (DES 1989)

these bodies focused on the means of incorporating the various elements in a coherent curriculum, rather than on the principles which have determined the selection of those elements. Furthermore, the Secretary of State retained the right to make alteration to their proposals if he saw fit (ERA 1988, §4 (1)(b)), a right subsequently exercised by successive ministers. (See 'How the clashes began', TES 26/7/91).

THE CHALLENGE FOR SCHOOL MANAGERS IN THE 1990s

But did the change in role for the profession necessarily imply passivity and mere reaction, implementation as opposed to determination of policy? To restrict their contribution to this may have ignored the potential for teachers' enterprise to continue to play a fundamental part. It failed to recognise and to take up a major challenge offered by the ERA. Shipman has described this as stemming from a change in the 'policies' over which teachers have control, and the 'givens' which they have to accept. He explains this apparent contradiction between the simultaneous introduction of constraint at the broader level of policy-making, and call for enterprise at the school level as reflecting a reversal of policies and givens:

"Thus the school curriculum and the involvement of parents were moved from 'policy' to 'given', while resources, intake, and even status were moved from 'given' to 'policy'." (Shipman 1990, page 16)

The task for school managers was to meet this challenge, to motivate their staff to continue playing their crucial part at the school level, thereby enabling the profession to retain its role in affecting policy where it mattered most, in improving education for our children. It meant retracing the initiatives of recent years to their roots, convincing the profession of their intention of raising standards for educational, not political, reasons. Though acknowledging that this central goal may have been subject to party political, economic and other ambitions, managers must enable the

profession to keep in focus the present and future needs of our children, as individuals and as members of society, at a time when quantitative evidence of schools' success was, and still is, being demanded.

Evaluating the Outcomes of Education

Attempts to assess schools' outcomes have formed another continuous strand of educational debate since the Ruskin Speech. Underlying this are issues concerning how we measure the degree to which a school is succeeding or failing, and the uses to which such information is put. In other words, what constitute reliable performance indicators, who has a right to this information, and for what reasons. Senior managers found themselves torn between their professional concern to maintain and raise standards, and the formal duty placed upon them to record and publish quantitative data such as examination statistics and unauthorised absence rates. Failure to address these issues now threatened not only the individuals who passed through the school, but the future of the institution and its staff, as funding became driven by pupil numbers and open enrolment exposed each school to competition for places.

Intended and Unintended Outcomes

Before considering the question of educational outcomes, a distinction should be made between those which are intended and those which are not. Identification of the former implies the

rational model of education, where means achieve desired ends in a linear process. The latter would imply that ends and means are not inevitably linked, thus suggesting that education may not be a clear-cut process. It should be noted, of course, that the achievement of unintended outcomes is not necessarily disadvantageous nor unwelcome. Nevertheless, policy of the 1990s clearly assumes a rational linking of ends with means: poor examination results come from an ineffective school. Market forces will either improve the school, or force it to go under.

In seeking to assess outcomes in education, there is an assumption that we are looking for the effectiveness of the school in matching achievements with expectations. This further presupposes that effectiveness can be measured and that, where there is a shortfall between anticipated and actual outcomes, improvement can be brought about through professional means such as INSET, when schools must compete to attract pupils, who in turn represent financial input.

Effectiveness or Efficiency

Early debate on educational performance borrowed from industry the concept of efficiency. Etzioni's theory of 'relative efficiency', which he describes by analogy with the life-time of various light bulbs, is founded on assumptions that systems should make quantifiable use of resources. In the educational context, Hoyle takes up the theme of efficiency and proposes that it might be

replaced by the pursuit of 'effectiveness'. The distinction he makes is that

"effectiveness is the achievement of a goal; efficiency is the achievement of a goal with an optimum use of resources." (Hoyle 1984, §1.10)

This semantic distinction conceals a divergence in perspective regarding the relationship of ends to means. For the individual - pupil or teacher - aims may be achieved best (i.e. most effectively) only at the expense of time and money. Input factors are thus dominant. For the state, effectiveness might focus upon producing desired outcomes (whether they be those of social control or of preparing the workers of tomorrow) in the most economical way, i.e. efficiently. Meanwhile, managers of the process, caught between the former, professional and personal needs, and the latter, political and economic needs of their providers, are charged with having to balance the two, so that clients are satisfied and continued resourcing is secured. This leads to issues of the moral, professional and formal accountability owed to various partners in the service.

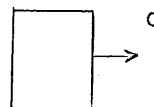
The system will break down if the demands of either efficiency or effectiveness become disproportionate. We may find an example of this in the recent history of the ILEA. When resources were halved for the year 1988-9, teachers experienced acute professional distress at being unable to maintain the levels of service (their notion of effectiveness) to which they were accustomed, although

politically they were seen to be performing more efficiently. The implication for senior managers is that they must mediate between the achievement of institutional goals and of personal needs in a profession where job satisfaction stems largely from enabling children to fulfil their potential.

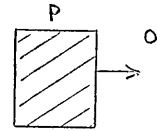
Burnham (1968) interpreted this in terms of organisational and staff/pupil needs respectively. The same distinction was made by the Ohio Research Team's identification of 'task achievement' and 'group maintenance' (see Halpin, 1966). While recognising that, far from being mutually exclusive, the two goals can live symbiotically, there is nevertheless an issue here for school managers: the effectiveness of their school can be enhanced or reduced according to the motivation of their staff. Institutional success thus becomes the responsibility of every adult, and is not simply a matter of leadership.

Implicit assumptions underlie any attempt to evaluate the outcomes of education and the extent to which aims have been realised. Once more, Shipman (1990) provides us with a helpful analysis. He proposes a range of 5 models for this task:

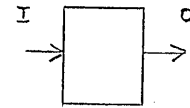
1. The output model, where research is carried out after the event, thus making it impossible to determine the cause of outputs.



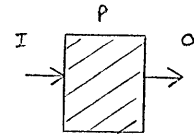
2. The process-output model, where outputs are related to the different school processes experienced. No account is taken of differences in intake and the external environment.



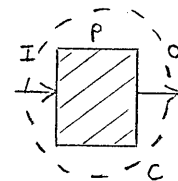
3. The input-output model, which compares data collected before and after the school process, but does not consider what may have caused any differences found between the two stages.



4. The input-process-output model, which compares before and after data and relates progress to what went on during the process of schooling.



5. The context-input-process-output model, where environmental factors are taken into account at both input and output. Progress is therefore attributed to the effects of the school. The 'value added' by schooling is thus deduced.



All 5 models assume a greater or lesser degree of rationality and should therefore be embraced with caution. Even the last model, which is in keeping with the political theory proposed in this study, cannot guarantee to identify and take into account all extraneous factors which might be relevant to output.

The content of the curriculum, the extent to which schools should aim to transmit values as well as to teach skills; who should be involved in the process of defining these; whether the outcomes of schooling should, or indeed can, be monitored, and by whom - these questions entail assumptions which underlie the responsibilities of senior managers in schools, and determine our expectations of them.

The output model would be typified by current (1992/3) Government thinking, where a school's performance is judged by its raw examination scores, irrespective of any input or process considerations such as the nature of intake, resources available or use to which these were put. Judgement relies solely upon assessing outcomes.

Model 2 does indeed consider the processes which may have affected output, yet it still ignores the possible influence of input factors. It assumes means can achieve desired ends, but there is no guarantee that, in selecting those means, account was taken of input characteristics.

The input-output model which looks merely for the value added by the school is similarly inadequate, providing no evidence of what may have caused any differences found. This model may be found in the commercial world.

Whilst the author's experience as a contemporary senior manager in the secondary sector would lead her to find the input-process-output model preferable to the preceding models, it is also lacking. Whereas certain elements of schools' input and output are quantifiable eg. we can test the IQ of pupils on entry to secondary schools, and compare their examination successes on leaving (the 'value-added' model), cause and effect cannot be proven definitively, nor outcomes attributed indisputably to means. To follow through this example, we should need to know what part

socialising effects other than schooling play in the development of individuals. Educational performance cannot be neatly divorced from the cumulative social experiences of each pupil. This study favours the context-input-process-output model, with that one reservation.

Some Practical and Ethical Problems in Quantifying Schools' Outcomes

Dealing with human resources involves qualitative factors which are not simply measured, and therefore presents additional difficulties for evaluators, whichever model is embraced. How, for example, should we assess the success of schools in achieving aims (v) and (vi) of the School Curriculum (DES 1981):

- (v) to help pupils to understand the world in which they live and the interdependence of individuals, groups and nations;
- (vi) to help pupils to appreciate human achievement and aspirations.

Even if these outputs could be measured by observing behaviour patterns in adulthood, such a step would raise serious ethical questions regarding the monitoring of the individual in a free society. The analysis of inputs would seem an even greater infringement of civil liberty if it entailed the provision of all the personal information which would be necessary to establish a complete account of inputs. An illustration of this is provided by the resistance expressed in some ILEA schools in the 1980s to the collecting of data on pupils' ethnic origin. Despite the practical use to which such information was put, in allowing an index of

social priority to be drawn up and appropriate additional funds to be awarded to schools, the issue was contentious. Genuine fears were voiced about the other uses to which information might be put, and there was strong resentment of the wording and categorisation of ethnic groups. Similar offence was caused by the content and presentation of questions piloted for the community charge questionnaire (1988). J. Marks' (TES 7/6/91) comments on Brent's multi-ethnic programmes suggest the same fears prevailed there. However well-intended its use, the collection of personal data raises anxieties over confidentiality and fear of abuse by individuals or groups.

Evaluation in education is thus fraught with difficulties, regarding both the nature of reliable indicators of performance and the purpose underlying monitoring.

Public Expectations of Schools

It has been implied above that the educational outcomes traditionally expected by both public and local/central governments were those of examination passes, which were thought to be the key to a secure future for individual and the economy. We suggested, (page 56) that a belief in the powers of education was misguided, and that this became increasingly apparent as the economy entered a recession and unemployment grew, giving rise to 'qualification inflation'. Even graduates in the early 1970s, and latterly in the

1990s, could find themselves without a job commensurate with their qualifications, in a buyers' market.

We have traced how this public concern combined with the effects of other social trends and manifested itself as a call for improved standards in schools. Still tending towards the rational model, the common perception was that it was in education that the fault lay: if appropriate schooling had been given, individuals would be better placed to find employment, and the nation would have seen a better return for its investment in the service. Perhaps sensing a potential threat to its autonomy, the profession responded to this with various local and national initiatives aimed at monitoring and raising standards.

The Profession's Response to the Call for Raised Standards

Teachers' involvement in the work of the Assessment of Performance Unit (APU) provides us with a significant illustration of one of these, which also reveals the changing relationships between profession and government (see Gipps, 1985).

Underlying the Unit's work, analysts might determine a change in model from the input-process-output framework of the 1970s. By the mid 1980s, it was responding to the context-input-process-output model. Whether this was due to a professional recognition that factors beyond the educational process might affect outcomes, or

whether there was a political consideration, since the APU represented 40% of the national research budget, is arguable.

The work of the APU has since been subsumed into the duties of two statutory bodies, the School Examinations and Assessment Council (SEAC) and the National Curriculum Council (NCC), which bodies replaced two quangos under the educational reforms legislated in the ERA, 1988, and whose emphasis may have reverted to that of the early APU (2).

These bodies

"Have been set up by the Secretary of State to review and advise upon the curriculum and assessment arrangements, respectively." (DES 1989. See The National Curriculum from Policy to Practice, Annex A for their briefs)

and the DES stressed their duty

"to forge links with teachers to ensure their professional involvement in the revision and updating of the National Curriculum." (ibid, 95.2)

This would imply that ends and means were once more being clearly linked, the concentration being on outcomes and the processes required to achieve them. How great a role the profession would, in reality, be allowed to play, when the Secretary of State had the right to reject this advice, would emerge only with the passing of time. While there is evidence of professional advice being strongly influential in the formulation of policy, for example in Professor Cox's working party on the teaching of English, which produced a

final report that met with the approval of both the Secretary of State and the profession and was therefore used as the basis of pilot Attainment Targets for the subject (NCC, June 1989), there is also evidence of central control, which throws doubt upon the true extent of professional influence.

Some early signs were visible in 1988, when K. Baker demanded that the NCC make changes to the mathematics curriculum. M. Thatcher, then Prime Minister, and her Education Secretary, J. MacGregor, later accused the NCC of being too prescriptive. The following year, 1991, his successor, K. Clarke, rejected the NCC's report on KS4, and reduced the number of compulsory subjects. The work of SEAC has been similarly rejected by successive Secretaries of State, culminating in July 1991, in a dictat on reductions in coursework for GCSE (TES 26/7/91).

Another area in which the profession sought to respond to the public concern over perceived falling standards was in the sphere of public examinations. The creation in 1965 of the CSE examination opened the way for locally designed Mode 3 courses, assessed by the schools, and validated by the CSE Boards.

However, control moved to the centre when, after numerous aborted alternative examinations eg. the 16+ (see DES 1978a, 1978b, Schools Council 1960), and despite professional opposition, the General Certificate of Secondary Education (GCSE) was finally introduced in 1988. This replaced the dual system with one examination,

purportedly designed for the whole ability range. It was sold to the public by appeals to fairness and equality of opportunity. Its simple scale of assessment (Grades A to G) was attractive to employers, particularly when examination evidence was accompanied by a Record of Achievement.

The profession, however, whilst acknowledging many of its benefits eg. its inclusion of course work as part of a continuous assessment procedure, were hesitant. Their expressed reasons for this were the speed at which the system was to be introduced, lack of time, money and adequate training for its proper introduction. A hidden political motive might have been their loss of control over the examination system, and the fact that course assessment would now be their - unpaid - responsibility.

Despite teachers' reservations, the government rushed through the GCSE. Their belief in the teachers' fundamental professionalism was, in the main, justified, as results for the first cohort of candidates indicated that pupils had been well prepared and had achieved better results than those of the previous year under the dual system (TES 21/9/89). Subsequent figures would suggest that this improvement in standards has not only been sustained but has increased steadily each year since the introduction of the GCSE (TES 15/2/91). (3)

A third aspect of the profession's own attempts to raise standards lay in the development of school-based self evaluation, a movement

typified by the ILEA's 'Keeping the School under Review' (ILEA 1977), a forerunner to the DES school development plan (DES 1989b). This pursuit of self-evaluation assumed, for the first time, that schools' performance could be assessed by outcomes other than those of examination results.

Although the definition of outcomes may have been broadened, underlying the principle of self-evaluation was the process-output model. Ends remained linked directly with means. Schools were directed towards identifying and making explicit their aims and values, in order that outcomes might then be compared with these. While the resultant document was not merely for self-diagnosis, but encouraged schools to seek remedial action as well as plan future policies in a more coherent manner, it nevertheless failed to take account of input and contextual factors.

Pupils, too were being involved in the process of evaluation, the parameters of which were widened to include not merely attainment of targets but achievement in its broadest sense. Through the Record of Achievement, much valuable work was done in identifying performance indicators. This alerted teachers to the ethical issues involved in assessing pupils in terms other than academic.

The above examples of professional setting and monitoring of standards rely on an implicit model of rationality. Public dissatisfaction with the education service was recognised and

attempts made to clarify aims as a yardstick by which to measure the success of the school in realising these.

Such initiatives might be termed 'weak'. They were accepted by the teachers because they made appeal to their very *raison d'être*: to provide the best quality of education, however that is defined, for their pupils. Professional ownership was won by involving schools in these developments. Provided that the pursuit of their goals carried no personal threat, teachers were comfortable with the process of evaluation, and enjoyed professional fulfillment in seeing their pupils succeed and their own policies effective.

The Political Response to Raising Standards

A different model may, however, be detected in the forms of evaluation introduced by legislation of the 1980s and 1990s. In the context of Open Enrolment and market forces, the consequences of failing to match aims and outcomes, or of partners to agree aims, pose a direct threat to the profession. Accountability to consumers and providers has both highlighted the need to define quantifiable aims and increased pressure on the schools to achieve them. The assumption is that ends can be achieved by adopting the right means, in a neat and rational system.

It is appropriate, now, to consider some theoretical aspects of accountability, before we return to an examination of the actual means chosen by the government for ensuring that schools render

account of their performance. After this theoretical review, we shall move on to examine the implications of the changed situation for those charged with managing schools into the 1990s.

Accountability: Some Definitions

Kogan draws our attention to 2 different uses of the term 'accountability', which conceal differing assumptions as to the consequences of accepting or rejecting the relationships entailed. According to the first, broader definition,

"Accountability is now taken to cover a wide range of the philosophies and mechanics governing the relationships between any public institution, its governing bodies and the whole of the society which includes the political environment." (Kogan 1986, page 25)

The second, narrower, sense in which the term is used, refers to

"A condition in which individual role holders are liable to review and the application of sanctions if their actions fail to satisfy those with whom they are in an accountable relationship." (ibid)

Although not always given the title, the principle of accountability has been present throughout the history of British education. Advising the House of Commons in 1870 that

"We must not forget the duty of the parents. Then we must not forget our duty to our constituencies, our duty to the taxpayers," (Maclure 1965, page 99)

Forster touched upon two aspects of this issue: accountability is

due to stakeholders, but it also begs the question of who should be accountable.

Account is owed to providers, but nearly a century after Forster spoke those words, that due to consumers was being voiced, too.

"Schools will need to present that education in terms more acceptable to the pupils and to their parents,"

declared the Newsom Report (DES, 1963, Half our Futures, Chapter 1, page 3). However, consumers were not to be passive recipients of education. Pupils and parents also had a role in ensuring the success of the education teachers provided. Plowden called for a more direct link between teachers and parents, believing

"They should be partners in more than name; their responsibility become joint instead of several."
(DES 1967, Children and their Primary Schools, Chapter 3, page 29)

Our study seeks to trace the progression from this informal partnership, backed up by local and national Inspectorates, to the situation of today, when teachers and schools are obliged by statute to render account of themselves.

A number of the issues associated with accountability have already emerged. We have seen the tensions that result from a divergence in values on the part of professionals and of their clients or society; we have noted that teachers are publicly employed though they work in the very isolated world of their individual classrooms; while

their work is generated by the conditions of their school, it is subject to external regulation, resources being determined as part of a wider social budget. Attention has been drawn to the different groups who may legitimately have a voice in setting the agenda for schools, thereby giving rise to the potential for conflict if values are not shared, or if consensus cannot be reached.

Accountability then, is concerned with WHO is entitled to receive an account and WHY they are owed it; for what PURPOSE the account is to be used,; BY WHOM and HOW it is to be rendered, and WHAT SANCTIONS may be imposed if clients are dissatisfied with that account. It cannot be assumed that client and accountee will necessarily share the same expectations, therefore their responses to the account may differ.

Accountability in Schools

Pateman (1978) has identified 5 values which can be combined variously to formulate 5 purposes for schooling. These would each imply different clients (indicated by our emphasis below) and purposes for accountability to serve. He suggests that schools should:

- a. Respond to parental preferences
- b. Use public resources efficiently
- c. Allow teachers professional freedom
- d. Meet the requirements of society
- e. Satisfy children's needs

He makes a further distinction between these, suggesting that some rely on accountability, which is legally based, others on responsibility, a morally felt duty, though he recognises that

"in the real world, the accountability which an institution owes fuses insensibly with the responsibility which it feels." (Pateman 1978, page 41)

It has already been seen, in our discussion of the curriculum, how Pateman's purposes (a), (c), (d) and (e) have influenced the aims of the school as expressed through the curriculum. We have suggested that economic conditions have led to a heightening of purpose (b). What is of interest to this study is whether initiatives such as Open Enrolment and changes in the composition of school governing bodies reflect a recognition of parents' democratic rights, (a), or whether their underlying purpose is a desire to use public funds more efficiently, (b) and to monitor this via the newly composed bodies.

These same aspects of accountability have been taken up and developed in 2 major projects. Becher and his University of Sussex team (1979) concluded from their study of accountability in the middle years of schooling, 3 significant facets, which are:

1. Moral accountability (answerability to clients)
2. Professional accountability (responsibility to self and colleagues)
3. Contractual accountability (strict accountability to employers and political masters)

The Sussex team therefore identifies the same potential audience as

did Pateman, if we assume 'clients' to include parents as well as pupils. They describe accountability as serving two purposes,

- (a) maintenance
- (b) problem solving

The means of exacting account may be informal, formal, mandatory or constitutional, according to the intended audience. While informal procedures between teachers and parents have the advantage of immediate responsiveness and commitment on the part of the profession, because they are usually self-initiated, they are liable to appear

"Arbitrary and ad hoc." (Becher et al. 1979, page 103)

This can be remedied by formalising procedures, but only at the cost of these advantages. Mandatory accountability (eg. to LEAs) is more credible than informal procedures but both it and informal procedures

"Stop short of specifying the sequel of any judgement that is reached." (ibid page 104)

This is not so in the case of constitutional accountability. Because it carries sanctions, it may be

"The natural and obvious means by which the members of an authority can establish their own accountability to the electorate" (ibid)

and ensure that

"poor performance is firmly rooted out and high expectations rigorously monitored," (ibid page 105)

but there is the danger that more value becomes placed on going through the motions of accountability than on its putative outcomes.

Becher et al. suggest that mandatory and constitutional procedures can be reinforced by awarding incentives or penalties. We might consider how each has been used by recent governments. On the one hand, penalties have been introduced through the loss of one month's pension rights for each day teachers take strike action (Teachers Pay and Conditions, 1987); on the other hand, subsequent discussions on salary kept returning to the proposal that local and individual initiative should be rewarded by bonuses. It is no longer unusual to find advertisements for some senior management posts which include such inducements as car-leasing facilities. The profession's reaction to such tactics was previewed in the outcry over Westminster's proposals to recognise individual merit (July 1989).

Some of the Sussex team's conclusions are already outdated. It might, for example, be felt that we have, as a result of public debate, witnessed already that very demystification of the profession that they disqualifed and that Open Enrolment is nothing more than an appeal to

"the choices of individual customers" (Becher et al. 1979, page 109)

that they could not envisage.

The second major study on accountability, the Cambridge project carried out by Elliott and his team in 1981, deduced 2 models:

1. Public accountability, which they interpret as a strategy for transferring control of education from the profession to the state. It is associated with the productivity model and responds to powerful interest groups but not to weaker, minority groups.

2. Responsive accountability, whereby the school retains control over decisions but is more responsive to those who are affected by these decisions.

In terms of our earlier discussions, we might see the attempts at school self-evaluation and the use of pupil profiles as examples of responsive accountability, whereas changes in the composition of governing bodies (Education Act 1986a) would be in keeping with the public accountability model. Kogan reminds us of the

"dangers of including in definitions descriptions of what are believed to be the motivations imputed to or desired of main actors." (Kogan 1986, page 29)

While undoubtedly the researchers may have found such notions of accountability among the teachers they studied, the conclusions they drew from such evidence cannot be taken as a reliable account of the intentions of other actors.

Kogan himself offers yet another analysis of accountability. He identifies 3 main models:

1. Public or state control, which resembles Pateman's contractual model.
2. Professional control, by teachers and professional administrators, which shares common ground with Becher's professional model and Elliott's responsive model.
3. Consumerist control, which Kogan subdivides into
 - a) participatory democracy, or partnership in the public sector, and
 - b) market mechanisms in the private, or partly privatised, public sector.

Whilst (a) bears similarities to Becher's 'moral accountability' and to Elliott's responsive model, (b) has no equivalent in the former's work, though it would have much in common with Elliott's public accountability model.

Once more, ready examples of each model spring to mind, and their adoption can be explained by the context in which they arose. We saw how the William Tyndale affair of 1975 (page 21 above) fuelled anxieties about the profession and, together with fears over falling standards contributed to a more overt central lead in policy making. Professional control has already been considered in our discussion

of teachers' involvement in self-evaluation initiatives (page 80). The partnership model is implicit in the Taylor Report's recommendations (HMSO 1977, A New Partnership for Schools) on the constitution of governing bodies. Finally, the free-market analogies of the consumerist model underpin Open Enrolment, and the publication of comparative data such as examination results and unauthorised absences.

While there are clear areas of agreement between writers as to who are the clients, they diverge in their interpretation of why account is due. This is reflected in the different labels the writers use for each model, which in turn contain differing assumptions about the use of sanctions. The 3 theories we have surveyed may be summarised into 3 models as illustrated in Figure 7.

MODEL	AUDIENCE	PURPOSE
Becher Elliott A Kogan	Clients	Moral accountability. Responsibility. Professional retention of control, but responsive to clients. Justified by a) democratic processes b) market forces
Becher Elliott B Kogan	Self Colleagues Professional administrators	Professional responsibility. Profession retains control but responds to clients Self-reporting
Becher Elliott C Kogan	Public Political employers	Contractual. Strict accountability to employers and political masters. Move control from profession to state. Responsive to productivity and interest groups. Legitimated by electoral process.

Figure 7. 3 Models of Accountability

This study asks whether a formal model of accountability can fairly be imposed upon schools if, as suggested, education is a political not rational process, wherein ends become distorted as conflicting pressures meet. We address these issues by turning now to a consideration of the changes introduced by legislation since the late 1980s.

The Move towards Contractual Accountability

The theme of accountability might seem misconceived at a time when state schools are apparently freer than ever in their history to manage their own affairs, through the introduction of Local Management, and when parental choice has been maximised by Open Enrolment and the publication of comparative data. We suggest that it has only been possible to allow such professional freedom by keeping strict central control of the processes of education, and that the freedom is, in fact, limited. Appeal to market forces has legitimated both this central control and the monitoring of outcomes, while giving a sense of involvement to the consumer. However, both this and professional freedom are, it is contended, constrained within contractual and legal boundaries, beyond which the government retains paternalistic control.

Shipman (1990) explains this as a reversal of 'givens' and 'policies'.

"The intention behind open enrolment and local financial management is to give more scope for enterprise

by shifting 'givens' to 'policies'. But the national curriculum moves schools in the other direction by making it a 'given'. Enterprise and constraint have been introduced together." (Shipman, 1990, page 16)

Legislation of 1980, 1986 and 1988 has introduced a vast range of initiatives. While all of these may allow moral and professional accountability, they can also be interpreted as having imposed contractual accountability on the education service.

We have considered above (page 73) the difficulties inherent in assessing schools' performance, and traced the expansion of expectations beyond evidence of success in examinations alone. The major educational changes we have seen since 1980 can be explained as a response to this wider perception, or alternatively as an attempt to recognise the rights of consumers and public in controlling a public service. As such, they would entail accountability of types A or C (Figure 7) respectively. Whilst professional accountability (Model B) can, and hopefully would, be rendered simultaneously, this would be secondary to the statutory demands of model C, and schools would be under pressure, for institutional survival, to meet the needs of model A. The relevance of relative interpretations to our present study lies in the nature of the tasks now demanded of schools, and the difficulties senior managers face if professional is overruled by contractual or moral accountability.

The contractual model C relies upon a clear linking of means to ends, and failure to achieve desired outcomes will result in loss of

power. This has in effect already happened in so far as the profession has seen a reversal in the 'givens' over which it has no control, and the 'policies' over which it does, all of which has been legitimised as public debate strengthened.

This strict accountability has, however, been wrapped up in model A. While allowing the profession to retain control over certain policies, schools are still subject to the competition imposed by Open Enrolment, ostensibly enabling market forces to bring about raised standards. Schools may continue to exercise their professional responsibilities (model B) in a restricted way, eg. in matters of local policy, but they are obliged to respond to model A in order to survive.

Both the Sussex and Cambridge teams would seem to imply that

"Calling teachers to account should not be to secure conformity to externally prescribed rules of conduct, but to enable professional decisions and judgements to be responsive to public criticism." (Kogan 1988, page 40)

It is suggested that the profession today is no longer in a position to make those judgements and decisions, central government having assumed control on behalf of the public, and having revised the composition of governing bodies to ensure wider representation of lay views.

Becher points out that

"Accountability, far from being ... an element among others in the system, is an important aspect of the way the system itself works." (Becher et al. 1979, page 119)

He continues.

"What fashion has done is to call for a more explicit framework of expectations ... a framework which may clarify priorities and show the inter-connections between activities hitherto separately conceived." (ibid)

This assessment omits to take on board the problems of rationally linking ends to means, of partners agreeing a set of aims which can be defined and against which outcomes may be evaluated.

In order to consider how account is sought from the education system, we turn to the main initiatives legislation has brought about since 1980. These we divide into:

a) Control of the processes of education:

- Constitution of governing bodies
- National Curriculum
- Attainment targets
- GCSE
- Teachers' contracts

and b) Monitoring the outcomes of education:

- Standard Attainment Tests at 7, 11, 14 & 16
- Records of Achievement
- Publication of information
- Publication of examination results
- Publication of unauthorised absences
- School inspection
- Teacher appraisal

Control of the Processes of Education

We have charted already developments which led to the National Curriculum, Attainment Targets and the GCSE. We now consider how changes in the constitution of governing bodies have affected the way in which the education process is controlled.

The Taylor Committee (1977a) recommended that governing bodies should represent 4 constituencies (parents, community, teachers, LEA), thereby recognising the legitimate right of consumers and electorate to a say in decision making, while also seeking to rationalise the situation which had developed in many schools, where governing bodies played a largely decorative role, appearing only on ceremonial occasions.

The modest reforms of the 1980 Act which required that at least 2 elected parent governors, 1 or 2 elected teacher governors and the Head (if willing) be included on governing bodies, gave various constituencies a voice but made little change to the duties of governors. It was for the Green Paper of 1984 and the Education Act 1986 to get to grips with defining responsibilities as well as revising the composition of bodies, so as to balance the representation of parents, LEA appointees, teachers and co-opted governors.

While their powers over the curriculum and conduct of the school were extended, it was the 1988 ERA that greatly increased the role

of governors, giving them specific responsibilities for the curriculum, appointments, and general management, under Local Management of Schools.

As always, change can be attributed to a variety of motives. For example, writing of the same Act, one correspondent observed

"The government's main aim in introducing the 1986 Education Act is to counteract this perceived decline and make the partnership more effective by strengthening and clarifying the functions of the partners at local level" (Bill Walton, DoE Sheffield, TES 13/11/87)

whilst another claimed

"The intention of the 1986 Act is very clear. It is to give more power to parents and less power to education authorities and politicians." (Felicity Taylor, NAGM, ILEA News 30/4/87)

The new legislation can be explained in terms of contractual accountability and may have seemed, therefore, to threaten the traditional authority of the profession. By increasing public ownership of schools through an extension of their representation on governing bodies, the government could be seen to be responding to the public's right, as consumers and providers, to participate in the running of the education service. A hidden agenda might have been to secure public support by giving them ownership. The extent of their new role, and the corresponding reduction in those of the profession and LEA, were, predictably, met with extreme disquiet. Yet it could be argued that the newly-composed governing bodies had been created by the government as a means of support, of collective

accountability, in order to reduce the stresses of increased responsibility brought about through local management of schools.

In his 15-month study of 8 governing bodies across 4 LEAs (in Glatter et al., 1988) Packwood identified 4 models:

1. The accountable governing body
2. The advisory governing body
3. The supportive governing body
4. The mediating governing body

Packwood's research found 5 of the 8 bodies studied to fit the advisory model, 1 the mediating, and 2 the supportive. None could be described as the accountable model. The situation today might be very different. Even if, as Maclure suggests

"It will be an important part of the Head's management task to 'manage the governors'" (Maclure 1989, page 147)

governing bodies cannot now evade their legal responsibilities eg. for ensuring that the National Curriculum is implemented, school budgets managed, and appointments made. While they may delegate authority for such duties to the head or to sub-committees, they retain ultimate responsibility and forfeit their immunity if they are negligent. It might be anticipated that the governing bodies of tomorrow will favour Packwood's accountable and mediating models.

Governors' accountability is rendered by means of an annual report to parents and a general public meeting. Co-option allows for representation of various constituencies. Appeal to market and group

forces would thus suggest that governors are subject to Kogan's model A of accountability (Figure 7). Where accounts indicate that the school is performing inadequately, Maclure anticipated

"In-service training and admonition will be the main weapons in the hands of the monitoring authorities."
(Maclure 1989, page 148)

Governors would, nevertheless, be mindful of the ultimate sanction available to authorities, that of assuming management of the school's budget if finances were seriously mismanaged locally, or even demanding personal restitution (ERA 1988, §36(6) & §37).

Subsequent legislation has brought more stringent proposals: the White Paper (Choice and Diveresity, 1992) plans to bring in Education Associations to manage 'at risk' or 'failing schools'. These bodies assume the powers and funding of Grant Maintained schools, replacing the LEA when remedial action on the part of the governing body has failed.

The processes of education for which governors are responsible are clearly defined and the potential for divergence is small. Under the arrangements for the National Curriculum, schools have, as we have seen (page 66), some freedom, but for the practical reasons discussed, it is doubtful that this facility will be greatly used. The introduction of the National Curriculum and Attainment Targets both suggest a contractual obligation on the part of schools. These have removed from the profession their traditional freedom, yet can

be justified by the government on the grounds of its moral accountability to clients. Similarly, the imposition of a contractual agreement on teachers can be argued to demand formal compliance of the profession, as a means to the government's meeting moral accountability towards the electorate.

Monitoring Outcomes

Each of the process initiatives is complemented by a device for monitoring its success:

- Governors' management is reported upon at an annual meeting, preceded at least 2 weeks in advance by an annual report, which must include a financial statement, examination results, and an account of action taken towards developing community links.
- National Curriculum & Attainment Targets are monitored by Standard Attainment Tests at 7, 11, 14 and 16, the aggregated results of which for years 11, 14 and 16 are to be publicly available, while individual performance is open to parents.
- Teachers' performance under their contracts is appraised fully every 2 years, and by interview in the intervening years.
- Schools' performance is to be monitored by formal inspection every four years, and a report published. Examination results and absence rates must be published, together with local and national comparators.

The school is, therefore, being made accountable for its proper use of funds, its ability to meet centrally determined educational

standards for each pupil, and the professional competence of each teacher. Information must be made available to the LEA and to parents at specified times on specific issues. Providers (local and central government) and consumers (parents, as surrogates for their children, and employers), are able accordingly to make their decisions regarding allocation of resources, choice of school, or selection of employees, respectively.

In terms of our models of accountability (Figure 7), this would seem to be a clear use of types A and C, the moral and contractual. Professional responsibility to clients is made within a democratic system (model A) where market forces will control the allocation of funds. Funding will be on a per capita basis and, if parents who are dissatisfied take their children elsewhere, schools will be forced either to improve their standard of service or must face the ultimate threat of closure. There is, then, if interpreted thus, an underlying professional quest to raise standards, but this requires a change in attitude from producer to consumer-provider domination. It is, as suggested by Shipman (1990), making a clear link between the learning and resources packages, by appeal to the third, the political, element.

Contractual accountability (model C) can be demanded in order to reassure the electorate that their money is being used correctly, that pupils' personal needs are being met and the nation's workforce prepared. From the government's and public's stance, accountability is justly due to the consumers and providers of

education. A framework has been created wherein schools should provide factual information for objective consideration by potential customers, allowing them to draw comparisons between institutions, thereby improving services as schools compete for clients, and permitting evaluation by the providers, of the outcomes of a service they sponsor.

The introduction of a national curriculum and assessment system are similarly founded in this desire to reassure a disillusioned public. Far from being the straight jacket claimed by some, they could be seen as aids to the school, providing clear yard-sticks for teaching and learning, drawing on the profession's conception of a 'broad and balanced curriculum', designed to develop the 'knowledge, skills and understanding' (ERA 1988) needed to prepare children for adulthood. Once more, the government has acted fairly, and is expecting no more than is reasonable from a public service on which the nation's future depends, a service which it has sought to support through its reforms. Aims have been defined, and means have been selected in order to achieve the desired outcomes, testifying to an implicit belief in the rationality of education.

For the teachers, however, a completely different perception of events may prevail, as accountability takes on a new meaning. Whereas once they owed answerability to parents, responsibility to self and peers and strict accountability to LEAs (Barton et al., in Bush 1984), in the 'cosy consensus world' where informal, formal, mandatory and constitutional procedures coexisted, now they are

legally accountable to their stake-holders. Not only has this element of compulsion been introduced, but, within a competitive market, failure to match stake-holders' expectations with actual outcomes threatens the future of their schools and personal security. Yet it was apparent that the outcomes traditional in post-war Britain were neither those sought by the profession nor those desired by a government intent on preparing tomorrow's workers for national needs.

We suggest that there has been a divergence in the fundamental perceptions of education's aims, notwithstanding a common objective to raise standards. From its stance, the profession was conscious of the impossibility of guaranteeing outcomes. Process factors are not the sole determinant of outcome: input must also be taken into account.

Professionally and morally, it would be difficult to contest the aim of raising standards and rationalising the system, or to ignore the benefits derived from the consultative processes necessitated by Local Management. A system for monitoring pupil progress, if used formatively, in order to identify and remediate problems, can only be to the good, whilst appraisal of teachers may add to their professionalism, raising both the standards of their practice and their personal job satisfaction.

It is, we suggest, not the 'how' of the accountability legislated for since the late 1980s that is potentially problematical, but

rather the sanctions likely to be invoked if individual or institution fails to reach the required standard. Having lost their professional accountability, teachers are bewildered by the extent and speed of change and suspicious of the motives behind it. They are aware that public assessment tends to be

"geared towards raw figures." (Shipman 1984)

Output evidence such as examination results and employment placements, unless accompanied by information on inputs eg. pupils' I.Q., or social background, can be misleading and, ultimately in a competitive market, cause the demise of schools which may be succeeding in relative terms but which, in absolute terms, rank very low. Consequently,

"By public criteria those facing the longest odds are judged as losers. They will face the criticism because the outcomes from schooling are rarely related to inputs by the public and it is difficult to take social backgrounds into account." (ibid page 141)

The point has been made, too, by a Minister of State for Education. Speaking in 1989, Mrs A. Rumbold remarked

"Those of us advocating the use of performance indicators in education must always attach a 'Government health warning': performance indicators considered in isolation are open to misinterpretation and misuse, and can seriously damage the health of a school." (TES 8/12/89)

Implicit behind these fears is an awareness of the political nature of the education process: the diversity of expectations put upon it;

the unreliability of linking ends with means; the necessity of relating outputs to inputs, and the impact of environmental factors outside education itself.

Coopers and Lybrand (1987) addressed this problem of context by giving detailed advice to the DES on how schools and LEAs should manage the information made available to the public. These should encompass input considerations (pupil intake, resources and background); process indicators (staff, teacher development, cover arrangements, wider educational practices, organisation, mutuality); and outcome indicators (intermediate and final). Good schools have long produced diverse documents eg. for parents of pupils at 11+ transfer, pupils at 14 and 16 transfer, probationary and supply teachers, staff handbooks, but now all are under pressure to do so and to sell themselves in glossy publications which outdo those of their local rivals. Problems here stem not only from a moral and professional reluctance to enter into such competition: failure to succeed in attracting pupils entails the loss of resources under per capita funding, threatening the standard of education teachers can provide and, possibly, their own job.

Testing and monitoring of progress have likewise been a feature of good practice, but the element of compulsion now lends a different note. Anxieties as to the ethics of testing young children are accompanied by fears about the intended use of information. Parental choice may lead to a drop in intake if published results are poor, yet these results are meaningless unless accompanied by fuller data

on the candidates. In addition to the potential threat this brings to institutional survival, there persists a suspicion that results will be used to judge teachers' competence, and hence lead to demotion or dismissal.

This personal fear is inherent in the profession's response to the introduction of appraisal. While undoubtedly appraisal can be justified on professional grounds and may enhance teachers' skills, its advantages are distorted if implementation is made compulsory. Unless teachers can be reassured that it is developmental and supportive, fears that it poses a threat to the stability of their career will continue. Ironically, the very issue which professional bodies would have welcomed as a national scheme was subsequently passed over by the government (October 1990), later to be revived in a form anathema to many in the profession (April 1991).

The movement of accountability from the professional to contractual plane, justified by moral responsibility to clients and providers, has, therefore, brought with it a change in sanctions. The formalising of procedures demands that action be seen to be taken if standards prove unsatisfactory. While professionally this might take the form of INSET, market forces bring the sanction of withdrawal of resources and, ultimately, livelihood.

CONCLUSION

Throughout the history of our state education provision, schools have had to balance the needs of the individual and nation, and to mediate between the expectations of consumers and those of providers.

We have traced the various, often conflicting, functions of education and seen the interdependence of education and the national economy. The need has been considered for schools to develop both the skills of a labour force and the values consistent with a consumerist society. It has, accordingly, been suggested that, as education has been increasingly politicised, individual benefit may have become secondary to a desire to ensure the nation's economic survival and progress. While a paternalistic lead has been taken on behalf of the individual, legitimised by public mandate, it is the needs of the state which have been of paramount importance to policy-makers.

In order to furnish the skills required for an advanced economic society, central control has been taken of the content of the curriculum. Responsibility has thus moved from the profession to the politicians, who act on behalf of consumers and providers. This has required legitimising, a situation which has been achieved by effecting a change in attitude and introducing new structures. As contributors to state education, tax-payers have been given a voice in education through the reconstitution of governing bodies. As

consumers, parents have freedom of choice under Open Enrolment and by the publication of comparative statistics, in addition to having equal representation on governing bodies.

We suggest that the governments of the 1980s recognised the interrelationship between education and wider political and economic issues thereby avoiding the mistakes of predecessors who,

"By their narrowness of vision, had concentrated on tinkering with what 'is'." (Young & Whitty, 1977 page 5)

By attending to both values and skills, society has been conditioned to accept - perhaps even to demand - a system of education which is determined centrally, but left to market forces to regulate. Because of its economic control and wide over-view of national trends and requirements, the government has been able to create a climate in which competition and national needs are preferred to the liberal education of yesteryear. The problem is that this perception of education errs by relying on a rational model. Education is seen as a linear process wherein desired ends can be achieved by the manipulation of processes, and sanctions imposed if expectations and outcomes are not matched.

As the government has pursued this ideal, the profession has lost its autonomy and acquired, through legislation, formal duties, for which it is strictly accountable. Not only must teachers manage the day-to-day motivation of pupils whose previous freedom of choice has been replaced by study of a compulsory core curriculum up to the age

of 16. They must also give account of the quantifiable outcomes of their teaching in order to satisfy consumers and to attract resources. This at a time of ever-rising unemployment.

The pressures of accountability consequently bear heavily on senior managers. Their traditional moral and professional responsibilities towards clients and colleagues have been superseded by strict accountability to local and central authorities, and they are subject to the pressures of market forces. Senior managers must lead their staff and governing bodies in the realisation of centrally determined initiatives. Unless these are successful, the very continuance of their school may be at stake. Yet the imposition of these initiatives has changed the role of the profession from that of strategists to one of tacticians. Their involvement in national consultative bodies is as professional advisers, not as decision makers, and at school level, they are left with the often invidious task of implementing policy with which they not only disagree, but for which they have inadequate resources, time or training.

Underlying these fears, we argue, is the profession's (albeit implicit) awareness that education is not a rational process. Teachers are being compelled to achieve the impossible, in a 'catch 22' situation where they may feel they have lost the power to determine the 'givens'; where they know their ability to achieve the standards desired cannot be divorced from considerations of input and the local environment. They are acting according to the context-input-process-output model (see page 71 above) yet they are subject

to the pressures of a market which is operating on the process-output model.

The implications of this for school managers are clear. They must re-educate and motivate their staff to respond to the challenge of exercising their professional enterprise in new areas of policy which are within their control. They must seek to bridge the gap between the rational and political perceptions of education. This requires not only the ability and skills to administer the processes of Local Management. It is essential that school managers have a lucid understanding of the possibly conflicting expectations placed upon their school. They must have the ability to analyse these and to sell their vision. This highlights the importance of information: they must respond to the political model by providing evidence of the context in which the school's achievement's are made, in order to relate outcomes to more than just the quality of the school's processes.

School management in the 1990s therefore demands political awareness, a sense of vision, intellectual and analytical skills, and sensitive management of personnel, as well as administrative capabilities. These are not all new aspects of the role: it is in their relative importance that the task of senior management has changed.

It is to the Senior Managers that we must turn if we are to avoid the apocalyptical situation predicted by J. Stewart at the European Policy Forum in early 1993.

"The ultimate effect is likely to be a crisis of accountability at local level with children failing to obtain places at local schools; institutions at risk of bankruptcy or failure." (TES 8/1/93)

If Professor Stewart is correct and

"The problem of public accountability has grown as the Government has transferred local authority responsibilities to non-elected agencies and organisations" (ibid)

then it is vital that senior school managers are able to keep schools stable amidst external chaos. To do this, they must manage the 3 packages identified by Shipman (1990 and page 123 below) in such a way that ensures learning remains at the heart of the quest for improved standards and contractual accountability, thereby retaining professional commitment and parental support.

Notes

1. D.E.S. renamed Department for Education, 1992. The terms DES or DFE are used according to the date of references.
2. Under the proposed legislation outlined in the White Paper, "Choice and Diversity" (1992), and, at the time of writing, passing through Parliament, the NCC and SEAC are, in turn, to be amalgamated and replaced by a new body, the Schools Curriculum and Assessment Authority.
3. Ironically, the improved examination success seen by the GCSE (TES 15/2/91), continued and has culminated in July 1992 in

governmental accusations that standards must have fallen and marking been inconsistent. Despite professional disclaimers of this, the government has pressed ahead with the introduction of a new super grade, Level 10, which is to be applied to national assessments with effect from 1994, and represents achievement above the current Grade A.

PART II

TRAINING FOR SENIOR MANAGEMENT OF SCHOOLS

INTRODUCTION

Why this Section is Important for the Thesis	111
Defining the Role of Senior Managers	115
The Skills of Management	120
A Political Model of Management	123
Educational Management in the 1990s	125

SECTION 1. STAFF DEVELOPMENT/INSET

A. Management Training: Some definitions	129
B. Staff Development or INSET?	130
C. Career Development	133
D. Individual and Organisational Needs	136
E. Staff Development/INSET in the 1980s	139
F. Staff Development post 1983	146
Conclusion	153

SECTION 2. MANAGEMENT TRAINING IN EDUCATION

A. The Development of Management Training	157
Expanding Roles	157
Effectiveness or Efficiency?	158
Training or Experience?	159
The Changing Skills of Management	160
The Stresses of Management	162

Management Training: Professional Support or Accountability?	163
B. Management Training in Education, 1980 - 1986	167
The early 1980s: A Dearth of Formal Training	167
The mid 1980s: Increased Up-Take of Management Training Courses	170
Disincentives to Management Training	171
C. Recommendations for Course Improvement 1980-1986	175
Long and Short Term Needs	175
Theory into Practice	176
Flexibility	177
Coherent Training Programmes	178
Releasing Staff for Management Training	179
Individual and Institutional Needs	180
School-based Training	181
D. Some Management Training in Education Initiatives, 1986-1989	183
1. The Open University	183
2. A Staff College	184
3. 2 Union Responses	186
4. LEAP, A joint LEA Response	188
5. The Government's Response	189
6. An MBA (Admin.)	191
7. An American Model	192
Conclusion	195

SECTION 3. THE OPEN UNIVERSITY ADVANCED DIPLOMA IN EDUCATIONAL
MANAGEMENT

A. The Open University	199
B. The Structure of the ADEM	200
C. Distance Learning	202
D. The Aims of the ADEM	203
E. The ADEM: Some Early Findings	207
1. Students and their Expectations of the Course	207
2. Some Outcomes of the ADEM, 1985	210
F. The Relevance of a Study of the ADEM	214
Notes	219
CONCLUSION	220

TRAINING FOR SENIOR MANAGEMENT OF SCHOOLS

INTRODUCTION

Why this Section is Important for the Thesis

The central concern of this chapter is with the effectiveness of schools and the ability of senior managers to enhance the quality of learning. Effectiveness and a drive to raise the standards of learning have been at the core of educational changes introduced by successive governments over the last decade. A desire to demonstrate effective use of public funds has seen the determination of quantifiable performance indicators, which data legislation requires schools to publish. Schools and teachers are now subject, respectively, to inspection and appraisal. The study therefore has an important contemporary validity. In order to place the ADEM in a professional context, the development of training for management in schools is reviewed.

The original focus was on the pattern and source of management training available in Britain in the last decade, and on the scope of senior managers to affect the school's outcomes. In the early stages of the research, the writer was seeking to place individual managers' motivation for undertaking professional development in the context of their preparation for effective leadership. The underlying assumptions were that the quality of senior management would be largely responsible for a school's success or failure, and

that training for the role was not only possible but essential in the wake of education legislation of the 1980s. The linking of effectiveness with the quality of leadership was, at this stage, directing the research to focus on the senior individual, or group's, ability to lead the school.

It was clear, however, as the investigation proceeded, that this was a limited perception of school managers of the 1990s. As Torrington and Weightman have suggested,

"Thinking on leadership is altering, reducing concentration on the qualities and style of the individual in charge and looking more closely at the needs for leadership of both the working group and the tasks to be accomplished."
(Torrington & Weightman, 1989, page 10)

Defining the role of senior managers

Researchers (eg. Coulson 1974, Maw 1977) have made a distinction between the position occupied and the role performed by an individual. In this study, we identify senior managers in terms of their position in the structure of the school, and examine preparation for the tasks they must carry out. It should be borne in mind that the role can also be defined by the expectations of all those who relate to the role holder. Consequently, roles are being constantly re-defined and are subject to conflict, as different expectations meet. This may take various forms - for the individual, or between the individual and his role-set (see Morgan and Turner,

1976), but it should be remembered that, where expectations conflict, this can be a productive, as well as harmful, experience.

The role of managers is further complicated by a duality of functions. Whilst being expected to achieve organisational goals (i.e. manage the formal system), they must also attend to personal needs and to group maintenance (i.e. the informal system) [Burnham 1968]. Researchers have described these leadership tasks respectively as 'initiating' behaviour and 'consideration' (see Ohio Research Team, 1984). In schools, another conflict may arise from the need to be both day-to-day administrator and trouble shooter, as well as manager of change and development, a situation which has been accentuated by the wealth of legislation introduced over the last decade.

Conflict would seem, therefore, to be inherent in the role of senior managers. The need for definition of their role is clear: without a division of responsibilities, duplication and inefficiency are likely for the institution, and overload for the individual. Without it, individual accountability is elusive, to the detriment of both task and human goals.

This point is illustrated by a small-scale research project conducted in one inner-London comprehensive school (Willis, 1987). 20% of the staff (N = 16) were surveyed regarding the 15 main responsibilities of senior managers, as featured in their job descriptions.

The results (Figure 8) indicate a widespread ignorance of who should be doing what. There was not one task that all respondents could rightly attribute to its senior manager. The mean number of teachers who correctly identified each task was 9.9, representing 62% of the sample.

Key to responsibilities: Head's - H, K
 DH 1's - B, C, F, J, N
 DH 2's - D, E, I, O
 S.Master's - A, G, L, M

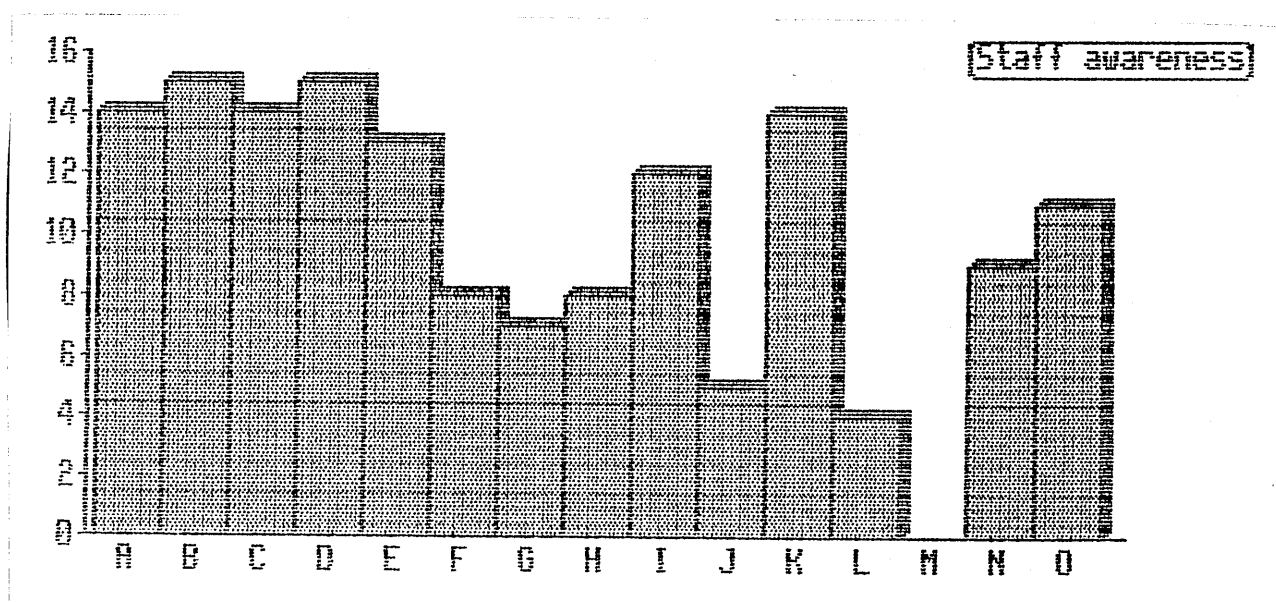


Figure 8. Staff awareness of senior managers' responsibilities

In the same project, 40 Upper School pupils were questioned on the position of, amongst other staff, the 4 senior managers. It is recognised that this percentage (6.6) may not be representative of the school, nor indicative of a national tendency, but the findings illustrate our point.

The results reveal a relatively accurate knowledge of the Head's responsibilities, but the number of wrong answers or 'don't knows' as regards those of the other team members is a matter of concern. The lack of awareness found (Figure 9) may explain the extreme role conflict then experienced by those senior managers, and the frustration felt by staff that accountability was absent in their school. The example serves, too, to draw our attention to the difference between the manifest, assumed and extant situations (Packwood 1984). Senior managers may be thought to perform certain tasks, though officially expected to perform others, while in fact they are performing something else.

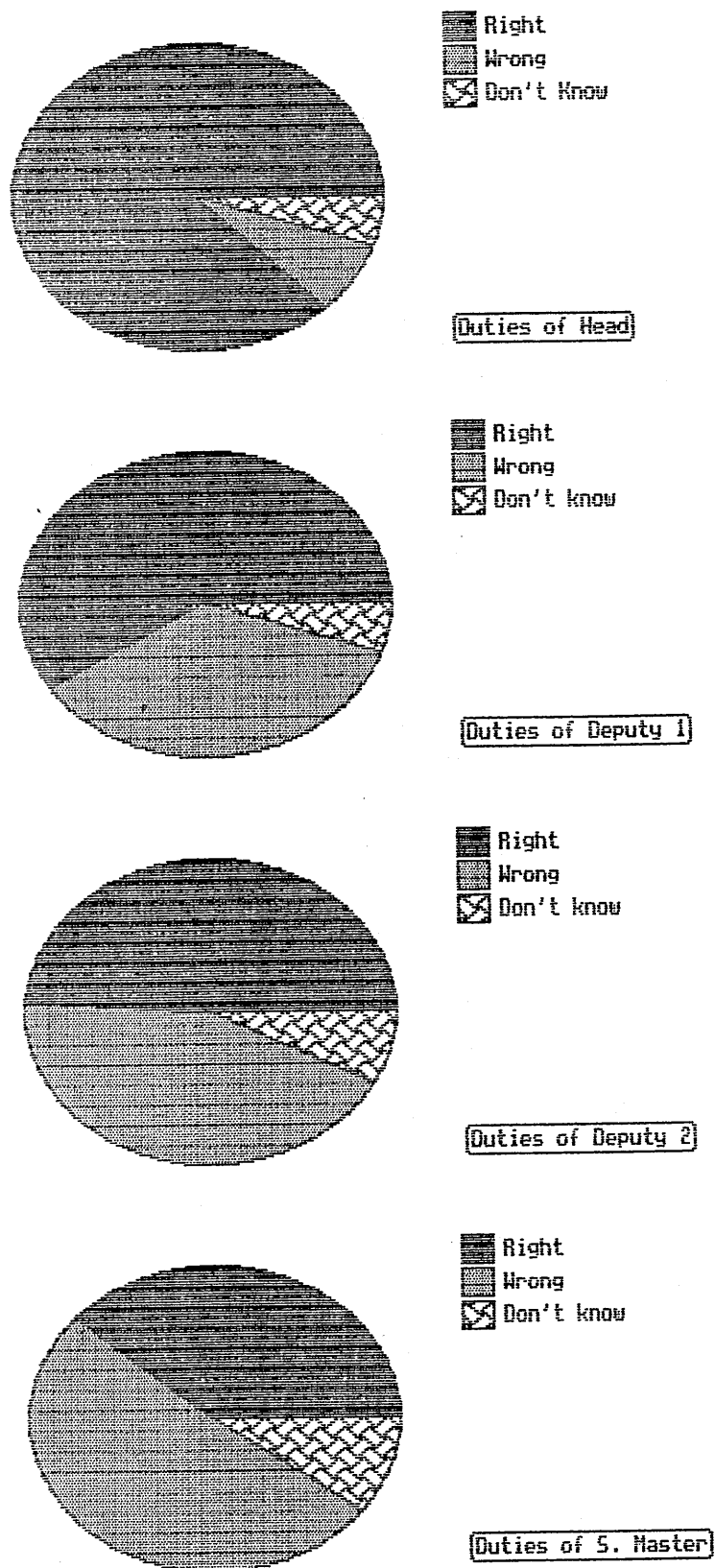


Figure 9. Pupils' awareness of senior managers' position

Our study is of senior managers as defined above (Introduction, page 16). This definition implicitly recognises the need for Heads to share with their senior colleagues the functions of management, if not ultimate accountability - a position confirmed by a survey of 1300 deputy heads (SHA 1988). In seeking to examine preparation for the role of senior manager, we must acknowledge that there is a difference between, for example, that of head and that of I/A 'E' holder. If they may, in different schools, or even in the same school over a period of time, carry out the same functions, the degree of responsibility for their actions will clearly be affected by their position. The head may delegate tasks, but must remain ultimately accountable for his school.

We note, too, that the role of head may differ according to the type of school - whether it is primary or secondary, voluntary aided or maintained, and so on. It is, nevertheless, assumed that the role of senior managers can, to some extent, be defined: that certain skills and managerial qualities conducive to good management and necessary for the realisation of the school's aims may be identified.

The Skills of Management

A number of researchers have helped to illuminate the nature of these skills and characteristics. Katz (1974) found 3 major task categories that managers must deal with: technical, conceptual and human relations. Adapting this model to the field of education, Morgan (1983) adds a fourth, suggesting:

Educational	goal identification academic curriculum pastoral curriculum ethos resources
Managerial- conceptual & operational	planning, organising, co-ordinating, control staff deployment evaluation and record keeping building, ground and plant
Managerial- leadership & human relations	motivation staff development inter-personal and inter-group conflict resolution communication
External accountability & community relations	accountability to Governors and LEA parents and the general community employers and exterior

In her report on a 20-day programme for senior managers Ballinger (1984) comes to similar conclusions, though she uses slightly different terminology. Her categories are:

1. Policy
2. Learning
3. Human resources
4. Material resources
5. External relations
6. Evaluation

An alternative approach was used by Everard (1986). He invited 2 groups of comprehensive school heads and deputy heads, 3 groups of other comprehensive school teachers and 1 group of industrialists to construct 2 images:

1. How they saw teachers as managers
2. How they would like to see teachers as managers

Although representative of the views of only 45 individuals,

Everard's findings once more point to the different perceptions of role, and to a discrepancy between the extant and manifest situations (Appendix 21).

He concludes

"Heads saw teachers (as managers) as being concerned, loyal, hard-working, well-meaning and optimistic. The industrialists saw no good points (any more than teachers construct favourable images of industrialist managers). The teachers saw themselves as good at communications, resilient survivors, opportunistic and competent classroom managers." (Everard 1986 page 86)

Of particular concern is the observation that

"The unfavourable points far outnumbered the favourable ones, and there was considerable agreement between the groups." (ibid)

Focusing on the functions of senior managers, Cooper and Shute have charted the development of requisite skills from the paternalistic style of management thought appropriate following the 1944 Education Act, through stages of educationist, public relations promoter, manager of resources and entrepreneur, to the 1990s when

"Financial skills such as drawing up budgets, control of budgets and managing information systems will loom large in the day-to-day life of headteachers and their senior colleagues." (Cooper and Shute 1988, page xi)

A Political Model of Management

A different approach is taken by Shipman (1990). Based upon the political model described above (Introduction, page 24), he suggests that the ERA combined in a new way 3 elements which had been developing independently over the previous decade. These are illustrated in Figure 10.

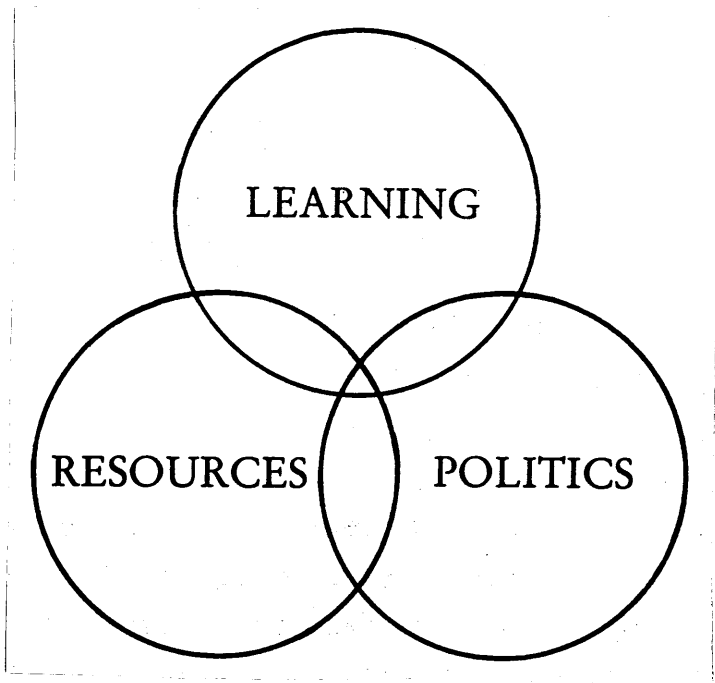


Figure 10. Shipman's Packages for School Management

Each package is directed towards learning and overlaps in such a way that the achievement of this aim must take account of costs and the powers of governors and parents. The packages are interlinked by the information available to all parties.

Learning is now assessment-led, with attainment targets defining the curriculum. Assessment thus links curriculum and learning, and there is a threat of sanctions if the information derived from the assessments fails to satisfy clients. Alone, this package assumes the process-output model of evaluation described earlier (Part I, page 71).

Resource considerations will affect the potential for achieving this learning. The delegation of budgets under LMS requires that schools make their own decisions as to how they will deploy their resources. Once more, accountability demands that they produce information on this. The input-process-output model thus develops.

The political package is invoked both through the composition of governing bodies and the rights of parents to choose their child's school and determine its future. Resources are directly linked with numbers on roll, thereby imposing on schools the obligation to attract pupils in competition against their neighbouring institutions. Again, it is vital that they produce information in order to do this.

It might be felt that Shipman's context-input-process-output model is, therefore, a truer description of the reality which senior managers have to manage. A change in any one of the 3 packages will have repercussions for the other 2. The task of management is now spread and, while the Head remains at the centre, where the packages overlap, Shipman suggests

"Each package requires managing in new ways and each involves all staff and consideration of other packages."
(Shipman 1990, page 22)

He goes on to list the implications this has for senior managers:

1. There must be a tight structure with clear objectives, balancing the need for structure with the openness which encourages individual enterprise.
2. Management, not administration, is the key task. This invites a sense of vision, and brings schools nearer to their industrial counterparts.
3. Collegial responsibility is necessary for the school to provide the united image of effectiveness sought by consumers.
4. The school can no longer stand in economic isolation, but must take advantage of opportunity costs.

5. The change from producer to consumer power must be recognised, and schools market themselves.

6. Information at all levels is essential. This must be circulating, not top-down.

Senior managers must, by inference, be entrepreneurial (points 4 & 5), have a vision for their school and the ability to share with, and lead, colleagues in its realisation (points 2 & 3). They must adopt a style of management which involves all in a diffused hierarchy where success depends upon the availability of information hitherto compartmentalised (points 1, 3 & 6). Effective leadership demands that time be spent on encouraging and valuing colleagues, recognising their needs for leadership, in order that tasks are accomplished.

It is against this background of expanded roles and the development of senior management teams that our study is set. We begin, in Section 1, by defining the terms 'management' and 'training' as used in the work. This introduces the question of individual as opposed to group or society needs, and leads into a review of the changing definitions and emphases of Staff Development and INSET over a decade which has seen a number of major pieces of education legislation (Education Acts 1980, 1981, 1986, Education Reform Act 1988, White Paper, 'Choice and Diversity' 1992).

The concept of career is examined and we consider the position of management training both as a means to personal career development and as a response to the new duties required of senior managers in schools, as a result of this legislation. The blurring of distinction between Staff Development and INSET is discussed in the context of revised financial arrangements, and its use as a means to institutional development is interpreted from different perspectives.

In Section 2, we look first at the background to the development of management training as a link between the quality of schools' leadership and achievements was established, and as the possibility of training managers for their role gained acceptance. The expansion of senior managers' roles is considered and the question posed whether the increase in management training available to them is based on a professional concern to meet their deficiency needs, or on a political desire to enable them to manage their schools more efficiently. This entails discussion of the relative importance of personal and institutional need. Research into management courses available in the early 1980s is reviewed, and the recommendations of these studies are discussed before we examine some of the management training initiatives which have appeared since the Education (No. 2) Act 1986.

The theme of Section 3 is a detailed examination of the O.U. Advanced Diploma in Educational Management (ADEM). The discussion begins with a brief account of the Open University, followed by a

description of the ADEM. The advantages and disadvantages of distance learning are then considered before returning to the ADEM and examining in detail the aims and philosophy underlying its creation. The outcomes expected by course designers are compared with those anticipated by course participants. Actual outcomes, as determined by an O.U. survey of 1985, are discussed. This section concludes by drawing together the aims of the O.U. course team and the justifications of education research, as proposed by the National Development Centre for School Management Training, Bristol (page 18 above). The writer relates the relevance of her research to the models of accountability considered in Part I above, and explains the validity of her instruments.

SECTION 1. STAFF DEVELOPMENT/INSET

A. Management Training: Some Definitions

'Management' can, as Glatter reminds us, designate both

"An activity or set of activities" and

"a specific (usually senior) group of people within the organisation" (Glatter 1984)

who carry out these activities. Two distinctions must be made for the present work:

1. It is in the former sense, namely the functions of management, that we use the term here, rather than as a description of the people charged to carry out these functions. This study adopts the DES' definition of

"training IN organisation and management in the context of the responsibilities of head teachers and other senior teachers in school." (DES 1986)

2. Our interest lies in the preparation of individuals for the role of senior manager which, as indicated in the Introduction (page 16), we define as Heads, Deputy Heads, holders of Incentive Allowance E. While it is recognised that the training of senior management teams for their roles within their own institution has become increasingly popular (see, for example, the work of The Grubb

Institute), and although the Open University Advanced Diploma in Management is also used in this way by some Authorities and individual schools, it is beyond the brief of the present study to consider this form of management team training.

In order to investigate the interface between personal and school, and personal and national needs, we confine our research to the development of individuals for the role of senior managers. Our respondents include both serving and aspiring senior managers (i.e. Heads of Department and their deputies, in addition to those listed above), drawn from the primary, junior and secondary sectors (see Part III, Instruments, and Appendices 6 & 7). We seek evidence of the extent to which training for these roles benefits the individual and the institution, and of any possible conflicts of interest.

B. Staff Development or INSET?

We turn now to some definitions associated with training in education. Firstly, it may be asked whether management training is a form of staff development or of INSET. If

"There is considerable overlap between staff development
and INSET both conceptually and operationally"
(Bolam & Baker 1984)

we might question whether it matters which classification we give to the term 'management training'. Again, the relevance to this project lies in the assumed purposes of staff development (SD) or INSET, and

the subtle changes in definition which have, indeed, led to the two terms being used in

"loose and even idiosyncratic ways" (ibid §1.18)

where once they had specific meanings.

The concept of SD derived from industrial training, and was originally seen as a means for teachers to develop professional competence. INSET was acknowledged to embrace

"The different but related needs of teachers, schools, and LEAs." (DES 1974)

The Advisory Committee on the Supply and Training of Teachers (ACSTT) Report (DES 1974) implicitly recognised the potential for conflict between personal and organisational needs, inherent in both SD and INSET programmes. It would be wrong, though, to dismiss the development of professional competence as a means to only organisational improvement. The satisfaction derived by the individual from his increased skills should not be underestimated, and the simultaneous enhancement of personal and organisational performance must surely be the ideal of any INSET programme. As Douglas has put it,

"Professional development and school development are two sides of the same coin... both are advanced, not compromised, by being brought together." (Douglas 1991, page 88)

Personal needs can be related either to

a) 'deficiency' (requiring new skills and/or knowledge for job performance), or

b) 'growth' (for both personal satisfaction and career progression) (Williams 1982).

This sets (a) organisational, once more against (b) individual need, while recognising that improved job performance may, of course, also lead to increased personal satisfaction.

It is in this context that we investigate the reasons for respondents undertaking the ADEM, and their career aspirations. Following numerous innovations, from the curricular eg. the introduction of GCSE, to the managerial eg. staff appraisal, we seek their motives for management training. We look for evidence of this being a response to

(a) a sense of deficiency, in the wake of such changes, or, alternatively,

(b), a reflection of respondents' desire for professional growth.

The difficulties of reconciling individual need for progression and/or current job satisfaction, with the institution's and/or system's need for development in order to meet demands from new technology and policy are framed in the economic and political climate of the 1980s. Respondents are asked (see Questionnaire Qs.13

& 13, and Part III, Research Instruments) to identify the source of their interest in the Advanced Diploma, and their assumptions regarding the value of this qualification are probed. This has enabled the writer to identify its role as a means of personal and/or institutional development, as perceived by the research group themselves and to locate the ADEM on Bolam's spectrum of desired outcomes (Figure 11 page 137 below).

C. Career Development

The question of motivation is interlinked with respondents' career aspirations. As stated in the Introduction (page 3) an aim is to determine whether they were hoping to improve their effectiveness, or whether their studies were intended to enhance their career development.

Hoyle (1981) defines career in four ways as:

- a. A sequence of moves up an occupational hierarchy;
- b. Any sequence of occupational movements, including lateral moves and changes of job for reasons other than promotion;
- c. A person managing his/her life;
- d. A commitment to a particular vocation.

Definition (a) presumes ambition and motivation, as the individual advances. If this is found in respondents, they may be assumed to have undertaken the diploma for developmental needs, and we should ask what the roles of senior managers of schools offer to attract aspirants.

If respondents view their career in terms of (b), the lack of ambition to advance vertically may be due to one or more of a variety of reasons: lateral moves may reflect dissatisfaction in their present post, in which case we would need to investigate whether this feeling stemmed from factors related to situation eg. family commitments, or from professional considerations eg. practical or political inability to continue in their current job. Alternatively, the desire for change may simply be a personal tendency for periodic changes of direction as a means to self-fulfilment.

Respondents whose career falls within definition (c) may be reacting to the opportunities presented by their social, situational and personal context (Sonnenfeld and Kotter, 1982). Here, the response may be to personal and/or organisational needs.

For those whose commitment to career is vocational, (d), it may be that professionalism subsumes individual, within organisational, need. Conflict is accordingly difficult to distinguish since commitment to the job will override potential sources of demotivation.

Not only is the personal definition of career adopted by our respondents relevant, so too is the stage they have reached in their professional lives. As middle and senior managers, it can be anticipated that they will have reached either the building stage, the evaluative period, when past achievement is being assessed and

when the social context may permit a change in direction eg. because their children have grown up, or else respondents will have reached the indulgency and consolidation stage (Broussine and Guerier, 1983). According to these authors, people at this latter stage

"Are often less competitive and thrusting than in the building stage, more interested in personal satisfaction than in getting on"

which could possibly conflict with organisational development needs, particularly in the present context of national innovation.

Personal career stage must, then, be examined in the light of such sensitive areas as personal and social variables, and the potentially contentious political environment when, for either demographic, technological or idealogical reasons, many schools are contracting, career progression is consequently curtailed and roles are changing. Because of the delicate nature of these factors, they are probed at interview rather than in the initial questionnaire (see Part III below).

It is in this context that the sources of respondents' satisfaction and dissatisfaction are investigated. Herzberg (1966) differentiates between hygiene factors (eg. status in school, class size, pupil discipline), which lead to job dissatisfaction, and motivators eg. personal achievement. By reducing or modifying the former, dissatisfaction can be decreased, but this does not of itself increase motivation. Herzberg suggests that it is only by increasing

the presence of motivators eg. by enhancing the individual's responsibilities or the challenge of his work, that satisfaction can be developed.

There is, however, potential conflict if job enrichment is seen merely as job enlargement: an increase in work load ('horizontal loading') should not be confused with giving greater scope and challenge ('vertical loading'). Once again, in viewing the changing role of senior managers and preparation for this, we should consider whether the new demands are expansion or enrichment. The criteria for the latter state are, according to Herzberg, reduced controls, increased individual accountability, increased authority in job freedom, and the matching of new/increased jobs to individual interests.

D. Individual and Organisational Needs

This study seeks to trace the response of a number of individual managers to the expanding roles of Head and Deputy Head in the late 1980s. As changes in school government, and centrally-derived policies on assessment and examining were followed by schemes for Local Management of Schools, with its attendant emphasis on communication, production of information, monitoring of performance and rendering of account, we examine whether these managers viewed changes in their role, or intended role, in terms of expansion, enrichment or both, and we question whether professional

satisfaction has been affected by the strict controls demanded through more formal accountability to clients and paymasters.

Bolam (1981) illustrates clearly the potential divergence between system and individual needs by placing each interest at one end of a spectrum, along which he locates the aims of staff development and INSET programmes (Figure 11).

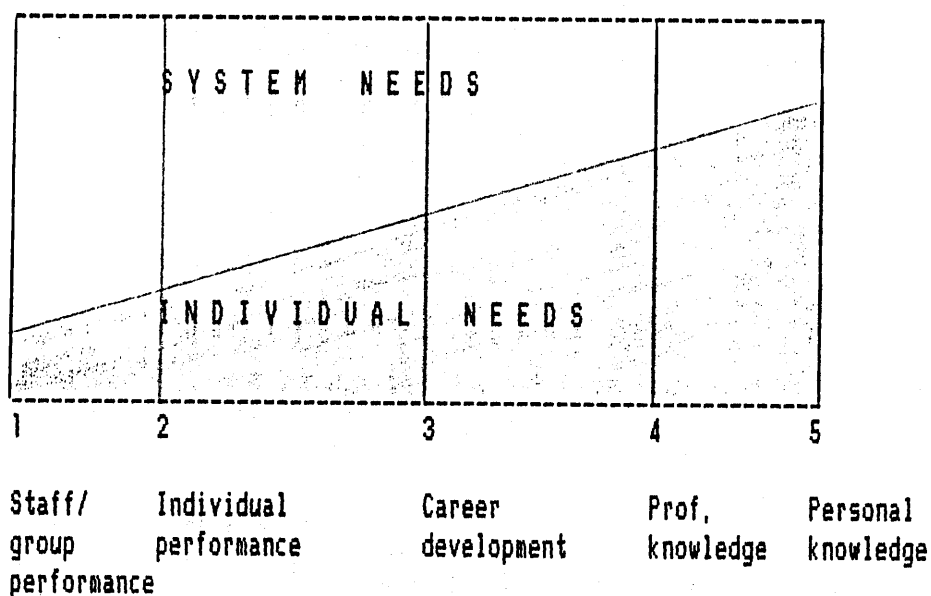


Figure 11. The Aims of Staff Development and INSET

He suggests that, traditionally, staff development programmes have aimed at purposes 1, 2 and 3 (systems needs) while INSET has focused on points 2, 3, 4 and 5 (individual needs). However, by 1983, in his later writing for the O.U., he identified an increasing trend by LEAs and heads towards purposes 1 and 2, to the exclusion of 4 and 5, which he attributed largely to 'economic reasons' (Bolam 1984). The reference may be to Circular 3/83 (DES 1983b), which changed the rationale for INSET funding and set in motion a series of revisions, culminating in the Local Education Authority Training Grants Scheme (LEATGS) under Circular 5/88.(1)

The novelty in 1983 was that funding was no longer available to meet the uncoordinated demands of individual or LEA: the Government was now setting target areas for training, to meet centrally determined needs, in order to carry through their changes in policy (see page 93 below). This once more suggests that education was being seen as a rational process, where ends could be achieved by adopting selective means.

Whereas Bolam saw this blurring of the distinction between Staff Development and INSET as essentially economic in origin, and while a hidden agenda might thus be read into the Government's assumption of central control over the focus of INSET, an alternative interpretation is possible. Circular 3/83 may have been a response to professional concerns over the lack of coordination and rationale then prevalent in many areas. By prioritising needs, the government was aiming to rationalise the nature of INSET, as part of an

integrated policy on training. It was attempting to realise Billings' vision of staff development as

"A deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and the implementation of programmes of staff activities designed for the harmonious satisfaction of needs." (Billings 1977, p.22)

E. Staff Development/INSET in the 1980s

Reacting to the unco-ordinated expansion of INSET since 1960, the James Report (DES 1972a) had recommended that

"INSET be more closely integrated into the working life of each school."

Reid described this as

"the first time it became possible to think of school-oriented INSET and SD as being synonymous" (Reid et al. 1987)

but subsequent events have shown it to be the pattern for the 1990s (School Development Plan, DES 1989b).

Shortly after the James Report, Lyons was distinguishing between a peripheral approach to SD

"characterised by ad hoc provision for individuals or to meet particular circumstances"

and an integral approach,

"characterised by developing co-ordinated policies, practices and procedures that aim to recruit, train and maintain staff in a way that satisfies both the needs of the individual and the needs of the organisation." (Lyons 1976, page 138)

In this investigation, we ask respondents to identify the approach which best describes SD/INSET arrangements in their school and LEA, in order to determine the degree to which organisations have responded to such proposals. In the event of their having done so, we should consider whether an integral approach can effectively meet both personal and institutional needs.

Whilst the ACSTT (DES 1974) proposed, originally, that teachers be encouraged to participate in INSET by:

- a) the removal of disincentives
- b) the use of positive incentives
- c) the acceptance that a commitment to further training is part of a teacher's job,

and while it recognised the needs of individuals, schools and LEAs alike, point (c) and the further identification of national needs eg. new school structures and methods of assessment and evaluation, were prophetic of the changes seen in recent years.

Today, teachers are no longer accorded the luxury of choosing day-release study merely to enhance their own career by means of self-determined INSET, thereby giving rise to such functionalist/egalitarian debate as occurred in the expansive period

of the early 1970s (see School Teachers' Pay and Conditions of Employment, 1987). Since the ACSTT report of 1974, and despite DES reminders that

"It is vital that individual teachers continue to be able to pursue their own professional and career development and to have the opportunity to attend longer award-bearing courses " (ACSTT 1978)

the pace of centrally directed change has been breathtaking.

"The cult of the individual" (Reid et al. 1987)

has been replaced by the drive for group and institutional development. The reasons for this can be interpreted in political, professional or sociological terms.

Firstly, they may have been due to a growing awareness within the profession that school improvement, not individual development, had always been the unvoiced primary purpose of staff development, and the Government, realising that this goal remained elusive, deduced that it had, indeed,

"backed the wrong horse" (ibid page 162)

in trying to effect it through the individual. Other means were now called for, and these made explicit for the first time the Government's assumptions regarding the purpose of staff development.

Alternatively, a change may have been called for on purely professional grounds. The 're-entry' problem of teachers returning from courses is well known: the grafting on to their schools of new ideas brought back from external courses is notoriously fraught with opposition (see eg. Jayne, 1980) As with Equal Opportunity policies, the time may have come for a 'stronger' approach, since weaker methods of achieving school development had failed. Such means might include the use of performance indicators and appraisal.

Or, again, the move towards corporate development may reveal tacit recognition that, whilst the power of individual teachers is limited, as Stenhouse (1975) points out, improvement of schools cannot be achieved unless the strengths of these individuals are co-ordinated and supported.

Finally, the overt appeal for institutional development must be considered in the context of a more general cultural trend, as British society of the 1980s came to reject the ideals of a free liberal state. The right to self-determination, now equated with self-interest, was at odds with consumerist demands for value for money. As a public service, education's - and the educators'- first duty was to meet the needs of its providers and customers. This, combined with already-waning public confidence in the profession (see Part I, above), may have led to an alliance between government and electorate. The latter's observation of teachers'

"addiction to autonomy"

and the former's belief that the will of the individual

"is a deep-seated structural phenomenon which militates against social change" (Reid et al. 1987 page 174)

joined forces to present a case for institutional development and monitoring of that process. Individual development, in order to meet institutional needs, was now not only demanded contractually by the settlement of the teachers' dispute (Teachers Pay and Conditions Order 1987), but, we suggest, became a prerequisite of career development. It was no longer sufficient to pursue esoteric further qualifications: senior management prospects depended upon evidence of very specific management training and competences.

Whatever the catalyst, be it philosophical, professional or pragmatic, the last decade has seen a change in focus from individual to institutional development, with its growing emphasis on team building. This change has not only been in respect of participants: school-based INSET has seen the institution become the location of training activities, and methodology, too, has broadened its horizons.

Where once INSET was viewed in terms of

"Individual teachers attending courses which are designed and provided by outside agencies" (ACSTT 1978)

to meet self-determined needs, we have witnessed the progression from school-centred INSET, which was teacher-initiated, school

located and focused on practical problems experienced in the classroom; through school-focused INSET wherein a partnership of teachers and trainers worked to

"Meet the identified needs of the school and to raise the standards of teaching and learning in the classroom"
(Reid et al. 1987 page 196)

to school-based INSET, located in the school, addressing the interests of school, staff and pupils and involving the staff as a whole. Thus, those who are to deliver more effective education are no longer the isolated individual, but the group; needs are identified through consultation within the institution, tackled mainly within the institution, and the methods of amelioration are derived from collaborative self-evaluation.

Anticipating future developments, Reid et al. prophesied that, if this trend towards self-evaluation for school-development continued,

"Effective INSET might become indecipherable as INSET. It becomes one of the 'building blocks' for school development" (Reid et al.1987, p.199)

and, as such,

"Staff (and professional) development is inextricably linked with curriculum development."(ibid)

This is well illustrated in Goddard's (1985 §5.3) formula (Figure 12):

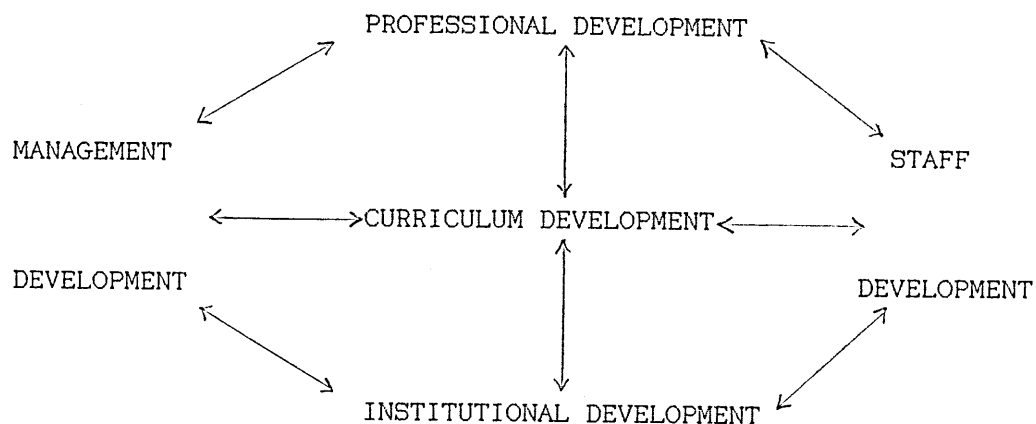


Figure 12. Individual and Institutional Development

The model encapsulates the conceptual jump that has been made to allow management development to become equated with staff development for both professional and personal reasons, and whereby institutional development and curriculum development are at once its purpose and means. It has formed the framework for school development plan guidance (DES 1989b). Construction of the plan draws together school, LEA and national initiatives, recognising the crucial role of staff development for all members of staff since

"Action plans cannot be implemented properly unless they are carefully co-ordinated with the INSET planning."
(DES 1989, p.12)

F. Staff Development Post 1983

We now examine a possible explanation for the change of emphasis we have witnessed in Staff Development since 1983.

It was suggested above that Circular 3/83 was a significant benchmark in the history of staff development, especially that of senior managers. It is posited that the Government has seized upon ACSTT proposal (b), namely the use of positive incentives, in order to take control not only of the administration of INSET, but also of its content, the reason for such a move being the obvious need for Staff Development if new, centrally-dictated initiatives such as a national curriculum and national testing, were to be implemented effectively.

Thus, in 1986, the Government declared its intention

"To improve the quality of teaching and further the professional development of teachers.... so as to meet both national and local training needs and priorities."
(DES 6/86)

Inducement came in the form of Grant Related InService Training for Teachers (GRIST), which distinguished between locally and nationally defined INSET priorities in the level of funding available: 50% of cost was available for areas of local priority, 70% of cost was met for national priorities.

Once more, a hidden agenda may be suspected - GRIST was, indeed, so received by many who foresaw a curb to their local initiatives. Conversely, the scheme can be seen as a logical response, designed to correct the uncoordinated state of INSET observed by the ACSTT. Authorities had to make bids which stated clearly which courses they would run, how money was to be spent, how the teaching force had been consulted, and how the effectiveness of training was to be evaluated. Both professionally and politically, it would be difficult to argue against this call for clarity of purpose and accountability in a publicly funded service.

Far from curtailing local initiatives, an outcome of GRIST was the allocation to schools of INSET funds to meet their own identified training needs. The very process of identification of needs, development, delivery and evaluation of programmes brings hidden benefits to both individual and school. It develops skills of analysis and presentation, and unites staff, often from different curricular areas, in joint ventures. The problem of rejection is reduced by fostering a sense of ownership by all involved. Furthermore, the tying of funding to the academic, as opposed to the financial, year must also aid local planning.

It is unfortunate that these benefits coincided with the establishment of 5 INSET days, demanded of all teachers as part of their pay and conditions, following settlement of their 4-year long industrial dispute (Teachers' Pay and Conditions Order, 1987). The 'loss' of 5 days holiday per year, ostensibly compensated for by

their increased salary award, can only be justified to many if these 5 days (correctly known as INSET days, but subject to a variety of local distortions to their title) are well organised and focus on issues of immediate value.

To the teacher it may have appeared that the ACSTT proposal (c), 'a commitment to further training', was realised by coercion rather than by self-motivation. By imposing a contractual obligation on teachers to undergo 5 INSET days per year, as part of an acceptable pay settlement, the mechanism was in place for local and national agendas to be set and for the emphasis to swing from individual development to group training, a move endorsed by Jayne whose research in the ILEA suggests that

"Individual training has, often, been found to be less effective than team training or organisation development approaches." (Jayne 1980, page 23)

INSET, once the

"Haven of individual initiative ... individualistic, competitive, acquisitive, instrumental, careerist and elitist ... the passport to a 'better life' out of the classroom" (Reid et al. 1987)

was the right - the professional duty, even - of all teachers.

The writer must sadly record that, in her own early experience, many a 'Baker Day' bore greater resemblance to ENSA than to INSET (TES 22/7/88), and little to the lofty ideals enshrined in the legislation. An alternative, more optimistic experience is recorded

in Busher's 1987/8 research in 5 primary and 5 secondary schools in the north of England. The two different experiences remind us that, while contractual requirements may ensure physical presence, real participation in, and internalisation of, the agenda are less easily achieved goals.

The present writer's experience serves as a salutary reminder that participation in INSET activities must not be mistaken for assimilation and institutionalisation of change/improvement. Once again, unless teachers are committed to the proposals they can, both intentionally and unintentionally, jeopardise their success. Herein lies this project's interest in the implications legislation has for senior managers in schools. It is suggested that there may be a consequent schism between managers' and their staff's motivation, which has brought about a need for more formal means of training to deal with this situation.

Paradoxically, SD/INSET of today may unwittingly have reverted to being a source of divisiveness, as envisaged by some of the profession in earlier years, when individual initiative and release for courses was seen by the less ambitious as elitist, personal development, out of place in school time. Those left to cover classes resented not only the loss of their precious 'free' period, but also the fact that feedback into institutional development was no pre-condition for release, and they saw participants as ambitious careerists, ready to put their own advancement before the immediate needs of their abandoned pupils.

Circulars 9/87 and 5/88 confirmed the GRIST scheme, superseding it with the Local Education Authority Training Grant Scheme (LEATGS).⁽²⁾ Under its arrangements, the INSET budget comprised 3 elements:

1. National Priority Areas, eligible for 70% grant
2. Local Priority Areas, eligible for 50% grant
3. LEA expenditure in addition to 1 & 2, receiving 0% grant.

Teachers and schools must make known their INSET needs to the LEA, which made a bid to the DES. Training could be of 4 types:

1. School-focused
2. Area-focused
3. Specialist subject-focused
4. Individual teacher-focused

Under the scheme, funding was still allocated according to local and national priorities. Those for the Year 1988-9 are given to illustrate the point:

1. Training in organisation and management in the context of responsibilities of headteachers and other senior teachers in schools.
2. Training in the teaching of mathematics.
3. Training to meet the special educational needs of pupils with learning difficulties in schools.
4. Training related to industry and the economy of the world of work.
5. Training in the teaching of science.
6. Training in the teaching of craft, design and technology.
7. Training in teaching and the planning of the curriculum in a multi-ethnic society.
8. Training in the teaching of micro-electronics and the uses of micro-electronics across the curriculum.
9. Training in the teaching of religious education.
10. Training for the GCSE.
11. Training to combat drug abuse.

We note, too, the crucial role of evaluating the outcomes of INSET. The DES placed a high priority on the contribution training was intended to make to the improvement of classroom practice and pupils' learning. Once more, we detect the assumption that ends will achieve means, standards be raised by improving the quality of professional processes. But, while still offering opportunities for individual development, the focus was on the government's areas of priority. This not only permitted key individuals to manage institutional development in their current situations: it opened the door for these same individuals to enhance their career prospects, being those best trained for and experienced in the duties of today's senior managers.

Meanwhile, the imposition on all teachers of 5 INSET days a year met with, at the least, apathy, at the worst extreme, antagonism on the part of non-careerist teachers, who resented the 'loss' of a week's annual holiday. If this was accompanied by diminished status, as happened to holders of scale 2 and 3 posts, lost under the Pay and Conditions Order, 1987, teachers may have found their financial gain inadequate compensation. Motivation and commitment to their work thus became a problem for managers. Caught between their statutory duties and a teaching force who saw them as proponents of the government's initiatives, senior managers were being inexorably distanced from their staffs at the very time when joint enterprise was vital, a point taken up by Douglas (1991).

Accountability to the public, formerly channelled into that due to the LEA, was made explicit and became a corner-stone of the 1988 Education Reform Act. Local Management of Schools may, indeed, have brought with it the promise of institutional freedom and incentive for greater efficiency, but centrally imposed initiatives such as the GCSE and Assessment at ages 7, 11, 14 and 16 were dictating INSET priorities.

In an ideal world of committed and compliant staff, the formula might work. For the less fortunately placed there began a vicious circle: in order to ensure the success of their schools, senior managers needed both personal skills and knowledge, and the co-operation of well-trained staff. In meeting the former needs, they may have been alienating the teachers upon whom they depended, who saw them as the careerists of yesteryear and resented their absence from the real world of school. Absence incurred by other colleagues, albeit in the pursuit of knowledge designed for institutional benefit, may have been similarly viewed, as the burdens of cover and stress accrued for those remaining. So, when 'Baker' days come round, and INSET is provided for all, scepticism may outweigh enthusiasm; participation is compelled - commitment, upon which relies success, is somewhat more elusive.

To invest large sums (a budget of £214m. for 1989-90, of which 70% was for national priority areas) in training heads and other senior teachers in organisation and management (Priority areas 1 & 12, 1986) reflects the underlying assumption that

"The Government's policies for improving the quality of education depend upon more effective management of schools and colleges" (DES 1986)

but it would be naive to believe that management takes place in a vacuum. Indeed, an NAHT survey (1988) demonstrated

"The urgent need to raise the morale of and provide motivation for the most senior members of the profession" (ibid.)

suggesting that stress amongst senior teachers was increasing at an alarming rate. This was scarcely an indication of institutional harmony and compliance.

Since a first draft of this report was written (December 1988), a volley of training schemes for heads and senior managers has rained upon us (see Part II Section 3 below), and a Management Task Force been created (1988) testifying to the importance accorded the issue. Comparable stress is put upon the quest for value for money. 1990 saw the Efficiency Unit recommending changes to the LEATGS and ESG schemes, aimed at monitoring the outcomes of programmes set up under central funding (TES 16 February 1990).

Conclusion

We return to our original question: Why respondents chose, in such a professional and political climate, to undertake the Advanced Diploma in Educational Management. For improved job performance? Career development? To enhance professional knowledge and hence

personal satisfaction? We recall Bolam's spectrum of staff development/INSET, stretching from organisational to personal needs, (Figure 11 page 137).

Figure 11 illustrates that the divergence of interests is likely to be more problematic at points 1 and 2 for the individual, and at points 4 and 5 for the organisation, with the needs of each party balancing around point 3.

Broussine and Guerier (1983) present an alternative model for visualising the needs of each, which is also appropriate to our work. This depicts the 4 possible outcomes for individuals and the organisation if there is mismatch between their respective desires for movement or development (Figure 13).

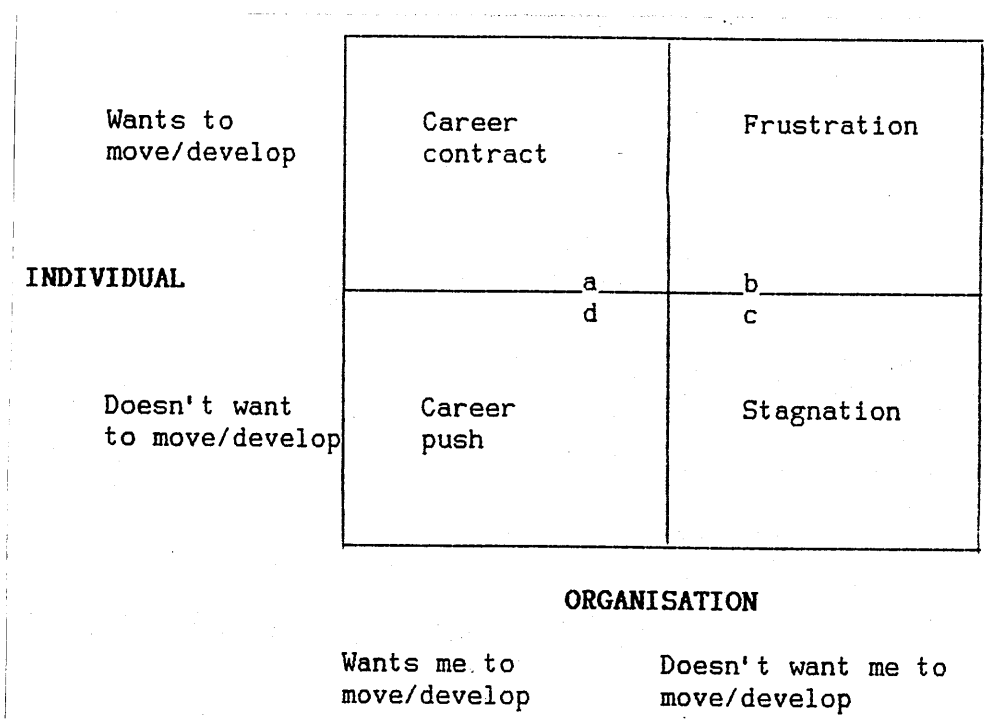


Figure 13. Consequences of Mismatch between Individual and Organisational Need

Following the Education Acts 1980, 1986 (No.2), and 1988, organisational desires were likely to fall in sectors (a) and (d) of this model. Our respondents, having chosen to undertake training, may safely be expected to have needs lying in sector (a). But what of the colleagues they must lead, those who do not share their ambitions, and who fall within sector (d), or those in sector (b) whose ambition has been frustrated by changes in the system?

The ACSTT was warning, as early as 1978, that

"INSET is a voluntary professional activity which depends for its success upon the good will of teachers" (DES 1978)

a point taken up repeatedly by Coopers and Lybrand (1987) in their report on the proposed introduction of local school management.

Herein lies our initial interest in the present subject, and concern to identify students' motivation and expectations of the ADEM.

Implicit throughout the development of INSET and staff development has been the assumption that, whatever term we use, professional training is a means to achieving improved learning. What has become clear as the emphasis has apparently moved in the direction of system's needs (Bolam's points 1-3, Figure 11) is that there has been an increase in the call for rationalisation of training initiatives, linking financial constraints more tightly with the provision of training, and demanding stricter accountability in the

form of tangible outcomes which match expectations. This has been in response to public concern with standards, and in the context of changing economic and vocational needs. As schools have assumed local control and been forced into competition for finite resources, responsibility for planning their organisational development and equipping staff to achieve it binds together individual and institutional development. These are the key to enhanced learning.

This would suggest that staff development itself has been subject to the very same factors which Shipman (1990) has described as the packages for school management in the 1990s: a close interlinking of learning, resources and politics. If standards of learning fail to meet the expectations of parents, pupil numbers will fall, resources will diminish and the future of the school will be put in jeopardy.

Notes

1. LEATGS replaced by GEST, 1991

2. See note 1, above.

PART 2. MANAGEMENT TRAINING IN EDUCATION

A. The Development of Management Training

A further aspect of the context in which the study is made must be the climate for management training. This section therefore reviews the development of management training in education and considers some recent initiatives, before focusing, in the last section, on a detailed examination of the Advanced Diploma in Educational Management.

Expanding Roles

Everard observes

"The Secretary of State sees a pressing need for head teachers and other senior teachers carrying out management functions to be better equipped for their increasingly difficult and complicated tasks. He has decided that the grants scheme will therefore include a number of one-term training opportunities." (Everard 1986 page 75)

He thus gives us an explanation both for the extension of management training in education, and of the means whereby it was to be effected: expanded roles were given official recognition, and the DES was to offer support through the grants scheme begun as GRIST, and later to develop into LEATGS (see Part I, Section 1 above).

Everard's statement is a deceptively simple and rational assessment of the problem and solution, and conceals a profound change in attitude towards management training in the educational world. It implies a logical connection of ends to means. It assumes that effective leaders can be trained for their role, where once leadership was thought to rely on innate qualities, and that successful schools come from effective leadership.

Effectiveness or Efficiency?

The link between leadership and achievement had already been clearly established following such research as Rutter et al.'s longitudinal study of inner-London schools, "15,000 Hours" (Rutter et al., 1979), and that of Burnham (1968), who concluded that leadership was a significant factor in enabling the school to achieve effectively as well as efficiently (i.e. in meeting their staff's personal needs as well as achieving organisational goals). However, there still persisted a belief that leadership came from an inherent talent, and that

"Headship is necessarily leadership ... based on the notion that leaders are born not made." (Burnham 1968 pages 178-9)

If this were, in fact, true, the new means identified for raising standards was founded on a misconception.

Training or Experience?

Gradually the fallacy has been dispelled and the potential for experience and practice recognised as a means for developing senior managers. From this stem 2 problems: first, as Banham, then of the Audit Commission, argued convincingly (Education 6/2/87), heads are chosen almost solely on the basis of teaching skills, which are no longer relevant in the job to which they are promoted. Cooper & Shute went further, contending

"We have reached the stage in Britain where being a headteacher or head of department is so different from being a classroom teacher that systematic provision of some form of separate training and certification is essential for the well being of our schools and the efficient use of resources within them." (Cooper & Shute 1988, pages 178-9)

It is suggested that the above form of selection may no longer be true, and that the appointment of senior teachers is made on far more comprehensive information than Banham claimed. To take but one example, Kelly, of the NAGM, together with the ILEA and Diocesan authorities, prepared a set of guidelines for governors (see ILEA News 19/6/89), incorporating details of selection criteria, whom to consult and inform, and at what stage of the process this should be done. From personal experience as both interviewee and interviewer, the researcher can also state that both job descriptions and interviews for senior management posts in recent years invariably call for evidence of management experience, especially management of change.

The second potential problem in using proven teaching skills as a criterion for appointment to senior management, on the assumption that time and experience will develop managerial skills, is that this process is long and relies on the chance presentation of learning situations, some of which may never arise. Yet, in 1986, Everard recorded that

"It is still essentially true that management (except in the forces) is mostly learned by picking it up, whereas other professions learn by being taught over a period of years." (Everard 1986, page 1)

The development of management training can, then, be seen as a change in attitude, and recognition of the special skills demanded of managers. Alternatively, we can adopt Everard's interpretation of it as a response to the expansion of responsibilities borne by today's senior school managers, the

"increasing complexities of the job" (TES 18/11/88)

resulting from the

"wide range of reforms introduced by the 1986 and 1988 Education Acts." (Styan, TES 27/1/89)

The Changing Skills of Management

It would be short-sighted to suggest that it is only within the last decade that the role of senior managers in schools has changed. Cooper and Shute (1988, page x) give an account of the development of the head's role, through 5 phases since 1944:

1. Late 1950s: it relied on paternalism
2. 1960s - mid 1970s: the head remained an educationist but, because of expansion, needed to delegate functions and to rely on more formal structures than previously;
3. Mid 1970s, as the birth rate fell and schools were forced to attract pupils, heads were "expected to add to their range of skills an aptitude for public relations and promotional activities" (page x);
4. Late 1970s, as public spending cuts followed falling rolls, resource stringency became the challenge for heads;
5. Mid 1980s, with the consequent lowering of professional morale and reduced career prospects, "personnel management and industrial relations were major preoccupations of most head teachers" (ibid).

Looking to the future, Cooper and Shute envisage that

"Financial skills such as drawing up budgets, control of budgets and management of information systems will loom large in the day-to-day life of headteachers and their senior colleagues." (ibid page xi)

Evidence from Weindling's research (NFER 1990), would go further, suggesting that the areas of greatest deficiency serving heads perceive in themselves are:

- responding to LEA and government initiatives
- becoming managers or administrators
- dealing with public relations and promoting the school's image
- supporting or 'protecting' staff

Torrington and Weightman (1989) have described this situation in terms of individual need, drawing on the theories of Maslow (1954). Today's managers, they suggest, must manage the culture of their school in order to achieve their aims. This entails management of the wider constituency, and recognition of the personal needs of every member of staff.

The Stresses of Management

The consequences of this extension in senior managers' duties are both personal and institutional. On the personal level, there is growing evidence of stress among senior managers (ibid). This was detected even before the most recent deluge of innovations, by Ballinger in her evaluation of a 20-day programme for secondary school heads, LEA officers, and Advisers. She observed

"What came through most strongly was the isolation in which most heads felt they operated.... What these heads felt they needed was someone to talk to, so that they could share and explore the stress they felt their role imposed." (Ballinger 1984, page 4)

The effects of this stress are, according to Styan, manifest in an increase in early retirement, and a decrease in applications for senior management posts. An NAHT survey of primary heads likewise notes

"The urgent need to raise the morale of and to provide motivation for the most senior members of the profession." (NAHT, November 1988)

Stress thus entails personal and systemic consequences, as incumbents resign/retire prematurely, and recruitment is damaged. At the every-day institutional level, too, there are problems. Not only are senior managers showing signs of low morale, which is a poor example for staff, but they are mismanaging their time, picking up tasks which could be done by others, thereby releasing them for overall planning and executive responsibilities (Hall, in Glatter et

al. 1986). A survey by Sussex University of over 200 heads bears this out. It concludes, disturbingly, that

"All but 3 of the 200+ headteachers ... were found to be poor managers of their institutions... often doing odd jobs which other teachers do not have time to do. instead of managing." (TES 9/9/88)

Management Training: Professional Support or Accountability?

If the development of management training is a response to this change in role for senior managers, we must now ask whether central support is founded on humanitarianism or on pragmatism, whether it is simply a use of INSET as a means of

"Sustaining and heightening the effectiveness of teachers and promoting greater job satisfaction "(Hargreaves 1984, §4.8.2)

or rather conceals a political intent.

Bolam estimated that, according to his definition of a school manager as

"Somebody who works through other people, particularly professionals, to achieve the goals of the organisation" (Bolam 1987, page 98)

there were at that time approximately 130,000 managers in schools in England and Wales. In 1988, Cooper and Shute gave a more detailed account of managers in educational institutions in the U.K., based on educational statistics for the United Kingdom (Figure 14)

<i>Type of establishment</i>	<i>Post held by education manager</i>	<i>Number</i>
Nursery schools	Heads	1,236
Primary schools	Heads	26,764
	Deputy heads	26,764
Secondary schools	Heads	5,571
	Deputy heads	5,571
	HODs (at 10 per school)	55,710
Special schools	Heads	2,016
	Deputy heads	2,016
Non-maintained schools	Heads	2,654
	Deputy heads	2,654
Universities	Vice-chancellors or principals	46
	HODs	920
	Administrative managers	460
	(at 10 per establishment)	
Polytechnics and other major establishments, vocational, further education colleges and colleges of education (public sector) and assisted	Directors, principals, etc.	808
	Deputy directors, etc.	808
	HODs	4,665
	Administrative managers	4,040
	(at 5 per establishment)	
Adult education centres	Heads	4,926
Total		147,629

Notes: Table derived from Education Statistics for the United Kingdom. The Education Authorities' Directory yields an average of 25 departments per Polytechnic and an average of 5.4 departments per other major further education establishment. However, the lower factor of 5 has been used in the computation after Willet who found that 50 West Midlands colleges have a total of 213 HODs.

Figure 14. Managers in U.K. Educational Institutions, 1988

This represents a vast financial input in salaries by the state. It therefore places a heavy responsibility upon senior managers, both towards their individual pupils, and towards the nation. This study asks whether there may be a political motive behind the government's declaration that

"Headteachers and other senior staff with management responsibilities within schools are of crucial importance. Only if they are effective managers of their teaching staffs and the material resources available to them, as well as possessing the qualities of effective leadership can schools offer pupils the quality of education they have a right to expect." (DES 1983a)

Still assuming the rational linking of means to ends, learning is clearly tied to the management of resources, implying the aim is efficiency. Is the ultimate objective to raise standards for educational and moral reasons, or is it to enable more efficient use of resources? Overt appeal is made to professional accountability, since

"Investment in management training is like paying an insurance premium or maintaining a fire brigade. The value of the expenditure is reflected not in what happens as a result, but in what does not happen." (Everard 1988, page 199)

If

"training is not the only prophylactic ... it helps."
(ibid)

A more formal invocation of contractual accountability may underlie the development of management training, however, if Hall's observation of 15 heads in 1988 is typical of senior managers in general. He noted that

"Many of the activities now being expected of headteachers in these three government documents {Ten Good Schools, 1977; Teaching Quality 1983; Better Schools 1985} are not presently being carried out: in particular, classroom supervision, performance appraisal, departmental evaluation and systematic review." (Hall, in Glatter et al. 1986)

We are led to ask whether the recognition of a need for investment in order to equip heads for these tasks is evidence of a professional or moral desire to support them and remedy

deficiencies, or whether it is a means for centrally imposing measures of control over a publicly financed service which, for reasons of deficiency or disinclination, was failing to realise DES expectations.

Management training can, therefore, be seen to have gained significance:

1. As a result of a change in attitude towards management. It is now recognised that this involves skills which can be learnt, as well as personal leadership qualities;

2. As a professional response to the expanded role of senior managers of schools;

3. As a political response, designed to ensure that central initiatives are put into practice at school level and managed with maximum efficiency.

Whilst all three expectations hold an implicit desire to increase effectiveness, the reasons for which they seek this end range from that of enhancing job satisfaction to that of exacting accountability of public servants.

B. Management Training in Education, 1980-1986

The Early 1980s: A Dearth of Formal Training

In the early part of the decade, evidence was accumulating from diverse quarters that the quality and quantity of management training for senior teachers was unsatisfactory. Ten years after the ACSTT had reported

"The need to coordinate the many existing initiatives"
(ACSST 1978)

the NAHT noted still the

"patchy nature of management development for heads"
(NAHT 1988)

and Everard describes arrangements as "poor" (Everard 1988). Cooper and Shute (1988 p.xi), too, have observed that the extension in training between 1981 and 1987 served only to increase the lack of consistency in provision.

Everard's research of 1986 reiterates the findings of Hughes et al.'s study of 5 years previously (Hughes, Carter & Fidler 1981). A consideration of the training record of one group alone, the headteachers, whom he surveyed, will suffice to indicate the disparity in management training experience among senior managers. Of the 12 heads he questioned,

- 2 had received no management training at all
 - 1 had attended only an ICI/SCIP short course, on the management of change
 - 1 had attended a DES COSMOS course, plus an Industrial Society course
 - 1 had attended a 3-day course on planning
 - 1 had attended a course on personnel management
 - 1 had undertaken an M.Ed., which included management skills
 - 1 had attended a 6-week LEA course, plus a short course at Brighton Polytechnic
 - 1 had attended a 1-term training opportunity course (DES 3/83) plus a 1-week Coverdale training course
 - 1 had attended a Henley general management course
 - 1 had attended a 6-week management course, plus courses at Brighton Polytech, at the Industrial Industrial Society, 2 courses at Roffey Park, and been seconded to Sussex University for an MA (Ed.)
 - 1 had undertaken a Diploma in Management Studies

Everard quotes, too, the findings of a Newcastle survey of 50 heads:

"The majority of heads (27) had received no formal training in management training at all before their appointment. The remainder had, mostly, attended one course of up to a week's duration." (Everard 1988, page 111)

Hughes et al., in their 1-year, DES sponsored, study of 1981, gave precise figures of those following specialised and non-specialised diploma and degree courses for the year 1979-80. These are summarised in Appendix 22.

The team analysed the numbers of students according to the posts they currently held (Appendix 23).

This shows clearly the dearth of management training amongst heads and suggests that senior managers in secondary schools were less likely to undertake courses than their counterparts in the primary sector. The large number of other teachers following courses, from

whose ranks would be drawn most of the senior managers of the future was, however, encouraging. If these teachers should choose to enter senior management, we would expect the proportion of managerially trained heads and deputy heads to increase in due course.

We should not, though, assume that Hughes' findings were necessarily representative of all areas of the country. Jayne discovered a different picture in the ILEA, where 633 senior teachers in secondary schools (including heads, deputy heads, senior teachers, heads of department, Directors of Studies & Heads of Upper/Lower School) responded to a questionnaire on their management training (ILEA, Research & Statistics, 1981). It can be seen from Appendix 24 that heads and deputies constituted the majority of course participants in this region.

Nevertheless, 47% of Jayne's respondents had attended no course at all over the last 6 years.

The dearth of formally trained managers in schools cannot be attributed to a lack of agencies offering courses. Hughes et al. list a wide range of universities, colleges and polytechnics teaching award-bearing and non-award-bearing courses and diplomas, both specialised and non-specialised, for the year 1980-81. Everard, looking at the broader range of support agencies, produces a vast array of potential aid to the development of management in schools (Figure 15).

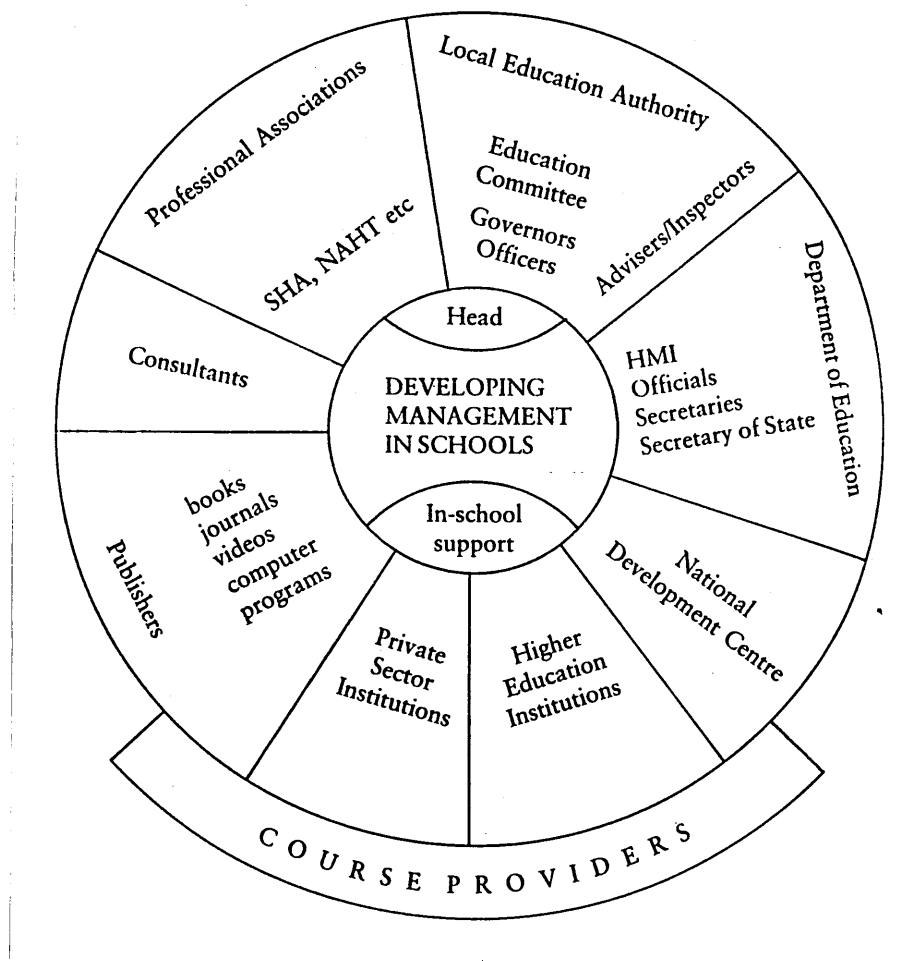


Figure 15. Providers of Management Training in Education

The Mid 1980s: Increased Up-Take of Management Training Courses

The situation later described by Bolam (in Hopkins 1987) is somewhat more hopeful than that found by Hughes: he records that, between 1983 and 1986, 5,000 to 6,000 people participated in a new scheme of 20-day /basic programmes, or one-term training opportunities (OTTOs), following a £2½ million per annum investment by government.

We might, then, be led to interpret the increased up-take in training as a response to the availability of financial support for management courses. But this would be a simplistic explanation. It does not account for the willingness of many other teachers to finance themselves. According to Professor Ross of the University Council for the Education of Teachers, there were over 300 U.K. teachers paying their own university fees for full-time study towards additional qualifications, plus 2200 who were pursuing part-time study at their own expense in 1989/90 (TES 18/5/90). Whilst these were not all aiming at qualifications in management, they are indicative of a willingness on the part of the teaching profession to assume responsibility for their own development.

Disincentives to Management Training

Jayne et al.'s ILEA research gives us perhaps the most comprehensive account of why management courses were not being undertaken. While the reasons are not claimed to be typical of teachers nationwide, they should be taken seriously. 70% (443) of their respondents replied to this question, listing 620 reasons for not taking part in management training courses (Figure 16).

Don't want to/feel I can't be away from school	244	36%
Difficulties of cover/supply/replacement staff	69	11%
Because of domestic & family responsibilities	49	8%
Committed already to higher degree/other course/OU	31	5%
No appropriate or interesting courses	19	3%
Don't know of any courses, don't get course information	18	3%
Too busy with school amalgamation/comprehensivisation	18	3%
Newly appointed- don't feel I can go yet	15	3%
Staff shortage in my department	15	3%
Staff shortage in my school	15	3%
Head's attitude to courses/unwilling to release staff	14	2%
Need to deputise for Head frequently (ill etc.)	14	2%
Other extra-curriculum commitments eg. church, youth group	14	2%
Have already learnt by doing it, don't need course now	11	2%
Ill health	10	2%
Prefer short courses; cannot be away from school for long	9	1%
Other colleagues/teachers have priority/greater need	9	1%
Prefer courses in my subject; curriculum development	9	1%
Don't think you can learn management on a course	9	1%
Outside (non-ILEA) courses too expensive	9	1%
Would prefer a weekend or holiday course	9	1%
There aren't any courses for middle management; HoDs	7	1%
Too tired/other commitments, so can't attend weekends/holidays	7	1%
All other reasons	16	3%
	<hr/> 620	<hr/> 99%

Figure 16. Reasons for ILEA Teachers not attending Management Training Courses

These findings indicate that professional difficulties associated with managers' roles or the moral and practical cover implications of their absence are the overriding inhibitors to attendance of courses. Nevertheless, it is a matter of concern that 3% of responses should reveal an ignorance of courses available, while another 3% felt that there were no appropriate courses, to which could be added the 1% who considered that nothing was to be learnt from formal training.

Weston reiterates Jayne's conclusions, observing

"The amount of time senior teachers are able to spend out of school on training courses seems to decrease in inverse proportion to the need for those with management responsibilities to become more skillful to implement changes demanded by education legislation." (Weston, TES 27/1/89)

Reid explains this in terms of a reaction against the

"'professional culture' (which) seems rather too reminiscent of the cult of individualism ... The new ideology devalues the fostering of individual excellence" (Reid 1987, page 227)

despite the benefit this brings to the collectivity. Francis and Triggs' work with the university departments of education, 70+ LEAs, 310 head teachers and 315 seconded teachers (1990) supports this notion. Half of the heads they surveyed expressed a preference that staff be released for a whole year rather than for part-time day study. 68% of these respondents quote "practical considerations" as their reasons for this.

Even if such ethical and practical considerations could be resolved, Jayne's findings still indicate a certain reluctance to participate in courses, because of their intrinsic nature. This may be due either to their content, their location, or their cost, all of which factors are amenable to change by authorities.

We cannot, however, assume a general reluctance to undertake management courses. Although

"It appears not to be extensive, with the exception perhaps of ILEA courses" (Jayne 1980, page 20)

over-subscription accounts for some managers not having participated in courses. The 5 most seriously over-subscribed in Jayne's research were:

Course Title	Respondents unable to attend
ILEA 6-week management course	19%
Timetabling/further timetabling	17%
Curriculum & organisation of secondary school	10%
Management for deputy heads	9%
Curriculum 16-19, slow & bright etc.	5%

Figure 17. Oversubscribed Courses

There would seem to be an unmet demand for training. 20% of Jayne's respondents expressed a desire for courses which either did not exist or, if they did, were not run in such a way as to meet teachers' needs. A sample from their responses shows the most significant areas to be:

Theme	Number of Requests
Staff development	30
Curriculum Development	30
Timetabling	15
Finance/accounting	12
Falling rolls	11

Figure 18. Courses Requested

To conclude this section, let us consider Buckley's assertion that

"Many existing courses do not change the actual behaviour of the school leader." (Buckley 1985)

If this is the case, courses might be failing to meet the expectations both of participants and of sponsors. Change would therefore be called for in order to enable visible outcomes. We turn now to the recommendations for the improvement of such courses, as made by researchers in the early-mid 1980s.

C. Recommendations for Course Improvement, 1980-1986

Long and Short Term Needs

We have noted the call from ACSST to improve the quality and the quantity of training for management in education. The committee wanted a structured programme which, while "intellectually stimulating" should be

"relevant to practice, to meet the long term career needs of those involved in, or aspiring to, management responsibilities in education." (ACSST 1978)

There was thus a recognition of institutional as well as personal need, and a differentiation between the immediate and longer term. The sub-committee suggested, therefore, a flexible programme of short courses, focused on particular topics or skills, which could be taken up by teachers from different levels of the profession, and which could be free standing, or accumulated into a longer-term programme of professional development.

Theory into Practice

Dwyer's research of 50 heads in North Tyneside (1984) makes a similar distinction between short and long term needs, but he describes these respectively as 'practical', for everyday action, and 'philosophical', for management of fundamental issues. Everard goes further, recommending

"practical rather than theoretical approaches"
(Everard 1988, page 202)

believing

"Only when knowledge and theory were interwoven with practice did action plans ensue from the extension of knowledge." (ibid)

For him, institutional benefit is paramount.

This emphasis is shared by Cooper and Shute who remind us that

"Academic respectability is one thing, training effective school managers is another." (Cooper & Shute 1988, page 59)

Training should ensure 'theory into practice' that is, application of conceptual models to "real life" situations and problems, and the needs of field administrators.

Flexibility

Flexibility as proposed by the ACSST was facilitated by the form of financial aid available under the LEATG scheme. Circular 6/86 recognised the need for a

"coherent strategy"

which should organise training

"so as to meet both national and local training needs and priorities."

Furthermore, arrangements must take account of the

"expressed needs and views of teachers, schools, colleges and other eligible groups, and interested bodies such as governors of aided schools and appropriate diocesan authorities." (ibid)

This wider perspective on management training was in keeping with Everard's call for

"a good deal more contact, both in training events and workshops, between the various levels and functions."
(Everard 1988 page 207).

Coherent Training Programmes

Coherence has been a common theme among researchers. Bolam sought to place management training within a broader framework of staff development. He proposed a policy at both LEA and school levels

"within which management development can be formulated, implemented and evaluated." (Bolam 1987, page 100)

A coherent programme of this nature might be less threatening to individuals, less likely to give the sense of the inadequacy Styan detects (TES 27/1/89): by putting change in the context of general management skills, by appealing to their professionalism, teachers would be more ready participants in training, not seeing it as meeting a deficiency in them, in the wake of education innovations.

Such a programme might, too, recognise Jayne's point that

"One-off training courses are often less effective than training followed by an on-going support group or programme." (Jayne 1980, page 23)

It would temper her potentially contentious suggestion, based on more formal accountability, that

"some element of compulsion or more active encouragement" (ibid)

be used in order to reach senior managers. It might permit the revitalisation as well as the pre-appointment training of school managers. Individual programmes rather than mass provision, as

recommended by Hall (in Glatter et al. 1988), would also be a possibility under such a scheme.

Releasing Staff for Management Training

As we saw above (page 171), research findings have highlighted a number of practical difficulties which may be militating against course participation. These centre essentially on two conflicting areas: the timing of courses, and the problems of releasing staff from school. In order to meet the personal difficulties of staff attending in the evenings or at weekends, Hughes suggests that

"day release should be readily available as the more appropriate form of part-time provision" (Hughes 1981, page 226)

but this is patently unrealistic without a substantial input of financial support and an adequate supply of cover staff. For similar reasons, Dwyer's proposal that training should

"occur every year or two, last two or three days, and ideally be residential" (Dwyer 1984 page ii §3 (v))

is - however admirable it may be - impracticable in a contracting economic situation.

Individual and Institutional Needs

The conflict between personal or professional, and individual or institutional, need leads us back, once more, to our consideration of the fundamental purpose of management training. In keeping with Everard's expectations, the CNAA (1985) were quite clear that

"the direction of the student's studies must be towards greater understanding and competence." (our emphasis)

The acquisition of skills, techniques and facts should lead to an improved level of performance. Ballinger, too, is adamant that

"the course must have as its prime objective the transfer of learning from the programme to the job." (Ballinger 1984, page v)

The implication, then, of management training being for institutional before individual benefit, is that it can be demanded of senior teachers by appeal to professional accountability and, if this fails, to contractual accountability. In terms of Bolam's spectrum (Figure 11 page 137), training in management has now become firmly located around point 2, where individual need is secondary to institutional. The problem then is how to motivate senior teachers to undertake management training without having to appeal to contractual accountability and coercion, when there are practical and ethical disincentives to their doing so.

School-Based Training

It is important to bear in mind Cooper and Shute's caution that

"it is equally true that those who run schools effectively need to understand what they are doing as well as know how to do it." (Cooper & Shute 1988, page xii)

In other words, training in techniques alone is insufficient: management of personnel and specific situations demands sensitivity and an awareness of each institution and individual. This might add strength to the argument for school/group development rather than training for managers alone and in isolation from their working situation.

Management training in education has thus grown in popularity as research has produced evidence of the link between leadership and achievement in schools, and as it has become recognised that good leadership can be learnt. As the role of senior managers in schools expanded, there was further pressure to provide training for the new situation.

For long uncoordinated and diverse in quality, management training has been rationalised in the wake of professional calls to improve it, and of central concerns to raise the standards of learning through the quality of schools' management.

We have traced the difficulties of motivating senior staff to undertake formal training, and suggested that appeal has been made to their sense of professional accountability, and latterly through the imposition of contractual accountability.

Whilst it would seem that management training is veering more towards points 1-3 on Bolam's spectrum (Figure 11 page 137), where system's needs are predominant, it has been acknowledged that these do not preclude personal satisfaction. Indeed, at point 3, personal and system needs are balanced equally.

As regards the content of management training courses offered, we have noted a swing towards themes related to recent central initiatives. Here, control of financial support has enabled the government to direct priorities, while local management by schools requires that each institution places management training in the context of its development plan. It therefore falls to the school to determine the tactics, spurred on by market forces, in the knowledge that resources depend upon attracting pupils to the school: the quality of observable learning eg. as indicated by examination results, must meet the expectations of potential parents. This has once more brought together factors associated with learning, resources and politics (see Shipman 1990).

It has also brought a new perspective to the task of management. Schools have, since the late 1980s, seen the imposition from outside - often in a rushed manner - of multiple initiatives. This

is the reality which senior managers must handle. Torrington and Weightman have identified 4 types of change experience: imposition, adaptation, growth and creativity. They suggest that managing change

"means not only responding to what is imposed, it also means creating opportunities for those within to develop their school, their department, their curriculum and themselves." (Torrington & Weightman 1989, page 85)

The effective manager, therefore, must be able to offer growth opportunities, other than promotion, to as many members of staff as possible, encouraging individual creativity in order to overcome the fears generated by imposition and adaptation.

D. Some Management Training in Education Initiatives, 1986-1989

1. The Open University

Contrary to the suggestion above that teachers might require persuading to undertake INSET if it were focused on priorities identified by the authorities, and designed to meet institutional before personal need, the TES reported (2/1/86) a huge response to Open University in-service training and professional development courses in 1985.

Although numbers taking School of Education undergraduate courses fell from 6,045 in 1982 to 4,472 in 1986, this was a reflection of the by then mostly-graduate nature of the teaching profession. The fall was complemented by an increase in the number of associate

students in that period, from 2,317 to 4,500 (most of whom were teachers). LEA group bookings for teachers also rose, from 262 to 1577.

This increase in up-take by the profession followed the Open University's revision of its education courses in 1982, in regard to both content and structure, which enabled, for example, diplomas to be up-graded to M.A.s by taking additional courses. By mid 1986, the sub-dean of the School of Education, P. Griffiths, was reported to claim that the Open University

"was active in all 8 in-service training priority areas identified by the DES." (TES 2/5/86)

The subject of the present research, the Advanced Diploma in Education Management [DO2] is but one of these initiatives. We shall return to a detailed description and analysis of the course in Part II Section 3, below.

There would seem, then, to have been a very positive response from both providers and consumers to the DES' priority areas (see page 150 above for details of these under 3/83).

2. A Staff College

The Open University was not the only body responding to an awakening perception of the need for management training in education. In what A. Rowe has described as

"the most neglected of all useful reports on education - the James Report of 1972" (TES 18/7/86)

a strong case was made for the provision of a staff college, based on models such as those of the Civil Service, the Army and private enterprise eg. Henley. Whilst aimed at any teachers

"deemed to be potential high flyers" (ibid),

Rowe recognised that some of the staff college time would have to be devoted exclusively to preparing heads to run a school. He argues that

"headteachers have the capacity and the willingness to run our schools much better. The Government should act now to capitalise upon them rather than continue to wage war." (ibid)

This was no lone plea. The Hughes Report (1981) had made a similar recommendation. A survey by the Secondary Heads Association (SHA) of its Area 9 had revealed that only a small minority of heads were able to participate in any substantial training schemes

"despite a widespread desire and concern to do so." (SHA 1982)

They drew together their appeal for coherence nation-wide and across central, local and institutional boundaries in the proposal of a national staff college for the education service. This had not only professional advantages: it would be

"if managed properly, the most cost-effective means to transmit good practice" (ibid).

3. 2 Union Responses

i) The National Association of Headteachers

We have discussed already (page 13) the worrying findings of a National Association of Head Teachers (NAHT) survey of its members who retired between January and August 1988. This study had discovered that, of 353 heads, 117 left because of pressure of work, and 45 because of disillusionment over education reforms and the changing nature of the job. The situation appeared worse in the primary sector, which accounted for 84% of those retiring on grounds of pressure, and included the youngest members of the sample (6 under 50; 52 between ages 55 and 59, as opposed to 2 middle and 9 secondary heads) (see TES 28/9/89).

Within 3 months of the survey, the NAHT was announcing its response to this unhappy situation: it would form its own company to provide management training for heads. It aimed thereby to remediate the continually patchy provision made locally and privately, and was to complement the government's proposed input of £10 million for the training of heads and senior teachers, earmarked for the following year.

ii) The Secondary Heads Association

Shortly after this, the SHA launched its Management and Professional Services package (MAPS). Produced following a survey of 4,500 members, and in collaboration with colleagues in the U.S. National Association of Secondary School Principals, the scheme approached the problem in various stages.

The first element was a national assessment centre where individuals are assessed for two days before they are promoted to management levels. SHA has established this centre at Oxford Polytechnic, where the Association held an introductory seminar for representatives of 15 LEAs in June 1989.

The second element of the scheme was the development of training. SHA launched a pilot programme of 1- or 2-day courses in the autumn of 1989, on topics such as 'Managing your School Development Plan' and 'Middle Management to Deputy Headship'.

The third element was a personal and team consultancy service, which members may call in to their school.

In order to gain accreditation, SHA has built links for their courses with Birmingham Business School, Oxford Polytechnic and Leicester University School of Education.

4. LEAP, A Joint LEA Response

Meanwhile, LEAs had been sharing teachers' concerns and working towards another solution. 15 LEAs of varying sizes and political persuasions, in England and Wales, began collaborating in October 1987, to produce an education management training package. This initiative grew out of a group of CEOs and advisory staff responsible for training heads. Each of the authorities (Berkshire, Birmingham, Bradford, Cambridge, Clwyd, Cumbria, Leeds, Newcastle, Northumberland, Oxfordshire, Sandwell, Sheffield, Somerset, Wakefield, Warwickshire) invested £20,000 and the DES £50,000 in the initial development costs of the scheme. The result, the Local Education Authorities Project (LEAP), was launched in February 1989.

Chair of the LEAP consortium, N. Harrison, described the project as being far from a leap in the dark (TES 17/2/89). Not only did it represent a rare cooperation between authorities: it had been meticulously researched and piloted, so as to provide the training heads and authorities sought.

The first package consisted of 5 modules (on Management of Change; of Staff Development; of the Curriculum; of Resources; of Accountability), each of which provided one day's intensive in-service education and training work, to be delivered by a tutor. The BBC Open University production centre at Milton Keynes was involved in the production of high quality audio and video resources for each module, and there were also texts for trainees, and complete sets of

tutors' materials for initial briefing sessions and for follow-up support.

LEAs' outlay of between £10,000 and £19,000 bought the trainers and copyright to materials. Trainers were drawn from those who had already been through the course in the original 15 LEAs. In a gesture of recognition of both the quality and the expense of the project, the government 'indicated' that it would be eligible for funding under LEATGS.

Further credibility derived from a link with Birmingham University, which would count LEAP's 5 modules as one of 3 credits, towards an Advanced Certificate in Education.

Although the first package was designed for heads, the consortium's initial aim was to develop national training materials for teachers, governors and the wider community. Other packages were therefore to be anticipated, targeting different groups.

5. The Government's Response

Throughout this period, when

"a plethora of education management training packages has been produced like rabbits out of hats since it dawned on commercial organisations and education authorities that the ERA in particular has substantive implications for how headteachers do their jobs" (C. Weston, TES 17/2/89),

the government was not idle. We have outlined the financial arrangements for INSET, since 1983, and the identification of national priority areas to be addressed.

In November 1988, The School Management Task Force (SMTF) was set up, comprised of managers from the fields of education, industry and commerce. It was

"A product of the intense and rapid changes which characterise the education service in England and Wales" (Styan 1990)

and sought

"For a more coherent approach to developing the quality of day-to-day management in schools." (ibid)

Its interim report (April 1989) recognised a need for

"Immediate and essential training for heads and senior staff" (TES 7/4/89)

in the wake of new legislation. The team's leader, D. Styan, advised that this must be followed by a national framework of systematic training, and that there be serious consideration of issues such as whether applicants for promotion to senior management posts should have a 'portfolio of management experience'.

By 1990, Styan was able to announce that the SMTF's latest report, Developing School Management: The Way Forward, had been welcomed by the Secretary of State for Education. Mr MacGregor wrote

"I am persuaded by your arguments that management training must be delivered as an integral part of the management role" (Styan 1990)

and promised the group a further £400,000 for the year. Whilst the actual content of the report was described by one critic as unsurprising (Haskett, 1990), it was nevertheless acknowledged to have helped

"Put education management more clearly on the official map" (ibid)

and future publications from the SMTF were looked forward to.

6. An MBA (Admin)

In addition to some very popular MA and MSC courses in Educational Management, eg. those offered by Sheffield and East London Polytechnics, mention should be made of Keele University's plan to offer a Master's degree in Business Administration for heads, as of January 1990. This was the first of its kind, the brainchild of Prof. Tim Brighouse, who believed that

"in the light of recent legislation, the managerial precision required of heads and other leaders will far exceed that needed by most commercial organisations" (TES 30/6/89)

He drew attention to the difference between industry's goal of maximising profit, and that of education, to make

"competent, unafraid adult citizens"

in which context

"a budget surplus at the end of the year is an indictment of the management" (ibid).

7. An American Model

Finally, we might consider a model proposed by Cooper and Shute, which incorporates some elements of the above projects, but derives from the writers' experiences in the U.S.

Like other writers already quoted, Cooper and Shute recognise the need for a national strategy for management training. They note the crucial role of adequate resourcing (1988, page 7) but they do not see this as a governmental responsibility. Instead, they suggest first that

"Industry might finance some trainees and government, LEAs and other sources might put up some additional money. Individuals might also be willing to pay for their own preparation for certification." (Cooper & Shute 1988, page 41).

They then go further, contending

"prospective school heads, deputy heads, Inspectors, coordinators, officers, should see the personal, professional benefits of training and pay for much of it themselves" (Cooper & Shute 1988, page 45).

Cooper and Shute shy away from the inflexibility of the American ladder system and its control by nominated training agencies, feeling

"while Britain may suffer from ... a continuation of the 'happy amateur' mentality, the U.S. errs in the other direction: too much rigidity; a closed lock-step ladder to promotion; a near monopoly by the states and their training designees." (ibid page 8)

The coherence of the American system is outweighed by the disadvantages of the ladder, which precludes anyone not already on it from moving up the promotional chain. (Figure 19).

4. Superintendency: (Chief Education Officer) <ul style="list-style-type: none">● State Superintendent Licence● Master's and often Doctorate Degree in Educational Administration● 5 Years' Experience as Head● Expected central office experience as deputy.
3. Principalship: (Head) <ul style="list-style-type: none">● State Principal's Licence● Master's Degree in Educational Administration● 3 to 5 Years' Teaching Experience● Often Experience as Assistant Principal
2. Assistant Principalship: (Deputy Head) <ul style="list-style-type: none">● State Principal's Licence● Master's Degree in Educational Administration● Active Teacher's Licence● 3 to 5 Years Teaching Experience
1. Teacher: <ul style="list-style-type: none">● Bachelor's Degree or Equivalent● Teacher Training Course● Practice Teaching Experience● Teacher's Licence

Figure 19. The School Management Ladder and Requirements in the U.S.

Management training is seen as the responsibility of all school managers and it is to be backed by a system of licensing and monitoring of subsequent performance. By adopting a modular, cumulative approach to training, similar to that of the London Insititute of Education Master's degree in education. Managers would be able to exercise some discretion over their choices of content and means of study, though Cooper and Shute recommend that the course should include:

1. Basic facts
2. Skills and processes
3. Concepts and theory

They do not lose sight of their central belief that

"leadership depends on understanding schools as political, cultural, value-laden, particularistic settings, and requires the best preparation, the latest information, the widest array of skills and the ready application of management and organisational theories, all focused on making schools better living and learning environments for children." (Cooper & Shute 1988, page 69)

The authors believe that

"unless government (local and national) and professional associations somehow mandate that school heads, deputy heads, chairs, inspectors, directors and other senior authority administrators be formally trained AND licensed for their jobs, then the nation cannot hope to see its school leaders adequately prepared to run their schools effectively." (Cooper & Shute 1988, page 4)

Professional accountability is thus invoked and it is suggested that public confidence and financial support will result from a better-prepared management force. We might, however, feel that the element

of compulsion they impose moves accountability rather to the formal, contractual level.

Conclusion

The development in management training has been traced and considered both as a response to senior managers' expanded roles, and as a means of ensuring that senior managers introduce and monitor externally determined policies. We have asked whether it is designed to meet personal needs - be they those of job satisfaction or career advancement - or whether it is, rather, a tool for the development of institutional effectiveness. In this context, it was suggested that motivating senior managers to undertake training would rely upon their sense of professional and moral accountability and that, ultimately, the government could make appeal to contractual accountability, should senior managers prove reluctant participants.

Our review of several research projects carried out in the 1980s has revealed a number of practical and ethical reasons for today's managers not going on training courses. The most significant obstacles were those associated with senior managers' absence from school. It has been suggested that these could be overcome by the development of a climate in which management training was seen as beneficial to the institution and not simply as indulgence of the individual intent upon furthering his own career. In such a culture, management training would be part of a coherent staff development

programme for all staff. We have noted, too, the need to support such an approach with adequate resources, in order that the burden of cover be reduced.

Where courses themselves were seen to be discouraging applicants, or where an unmet demand was detected, recommendations for improvement of content or delivery were examined.

The management training initiatives we witnessed in the latter part of the decade may be interpreted in the light of this earlier research. Some, eg. those of the Open University, and the creation of a Management Task Force, may be seen as direct responses to the government's national priorities. It would, of course, be difficult in either case to prove anything but a professional desire to aid senior managers in their expanded roles. The attribution of any more urgent, political, motive, such as that of efficiency in a public service, must remain speculative.

The MAPS and NAHT schemes are, as could be expected of professional bodies, concerned primarily with the welfare of their members. They aim to raise their morale and to retain trained professionals. There is, therefore, an overlap between personal and systemic benefit, but the success of these schemes will depend upon appeal to the moral and professional sensibilities of senior managers.

In the LEAP proposal, we have a unique example of diverse authorities uniting in a professional venture, in order to aid not

only teachers in their new roles, but also governors and other involved parties. This, too, might be interpreted as a response to the consequences of new legislation. However, the joining of such politically diverse Local Authorities must be noted in the context of their changed relationships and powers vis-à-vis central government and schools. Whether the scheme stems essentially from a professional desire to support parties in their new roles; whether it is evidence of the LEAs' need to create for themselves a new role at a time when they have lost many of their traditional powers; or whether it shows how the LEAs have been manoeuvred by the government into ensuring that appropriate training is given so as to facilitate the successful realisation of their policies, must be a matter for personal interpretation.

Whatever motivation we read into the initiatives, it seems they share some common ground. They reflect a tendency to place management training towards the end of Bolam's spectrum where system's outweigh individual needs (Figure 11 page 137), between points 1 and 2. Questions of finance and accountability are also shared.

Furthermore, they assume that the quality of management will influence the quality of learning. Thus Shipman's (1990) 3 packages are brought together, combining issues of moral, professional and formal accountability for senior managers.

PART 3.THE OPEN UNIVERSITY ADVANCED DIPLOMA IN EDUCATIONAL
MANAGEMENT (DO2)

The aim of this section is to set out the requirements of the Advanced Diploma in Educational Management. In order to understand the research findings, it is crucial that these can be related to the expectations of course providers and to the composition of the diploma course. The ADEM is, therefore, described in some detail.

A. The Open University

The ADEM (DO2) is one of the courses offered by the O.U. School of Education.

The Open University itself was founded in 1969, by Royal Charter,

"with the aim of providing educational opportunities for adults who wish to study in their own homes and in their own time." (O.U. 1987, page 2)

Based at Milton Keynes, the university is administered locally by 13 regional offices which coordinate some 260 study centres throughout the UK.

The university is financed largely by government grant, supplemented by research grants from various bodies and by students' fees. Some courses have been eligible for reimbursement under the 'pooling system', thereby enabling students to up-date their professional qualifications without incurring personal financial liability.

Despite discontinuation of the pooling system, enrolments for the ADEM are described as having been

"remarkably stable, at around 300 per annum." (Bush 1990)

Students may register with the O.U. for full degree programmes eg. a BA requires completion of 6 course credits, or they may enrol as associate students, for individual 9-month courses. This latter form of study is a response to

"a growing awareness that an individual's initial period of training is insufficient to equip him or her for a whole career in a profession or trade." (O.U. 1988 page 77)(1)

The School of Education, one of the O.U.'s academic units, is responsible for such programmes of professional development. It is within one of its 6 specialist centres, the Centre for Education Policy and Management (CEPAM), that the Advanced Diploma in Educational Management was devised.

B. The Structure of the Advanced Diploma in Educational Management

The ADEM was first presented in 1985. It is composed of 2 Parts, A and B. Participation in Part B (EP851) is conditional upon having passed Part A. This requires the study of 2 undergraduate (½-credit) courses, each entailing 200 hours study and course assignments, and culminating in an examination. Courses consist of readers, course texts with exercises, audio-cassettes and video-recordings. Students

complete assignments, which are marked by a tutor who offers on-going advice and support. The choice of courses is restricted, and must include E325 Managing Schools (or one of its predecessors, E323 or E321), since this introduces fundamental concepts of school management which are later developed in Part B eg. policy-making; managing external relations; staff management; managing the curriculum.

The second Part A course may be studied concurrently with E325, and is chosen from a list which includes policy-making and curriculum evaluation. (Appendix 2)

Part B (EP851) is a full-credit course. Of the 400-hour work-load, 100 hours are devoted to the study of course materials, and 300 to the preparation of 3 research projects.

As for the earlier courses, a variety of learning resources are used. Additionally, the O.U. has produced a range of study aids to help students plan and conduct their projects.

Projects represent 70% of the final assessment (the remaining 30% being by examination). Each project should be approximately 5000 words in length, plus up to 2000 words in appendices. There is a choice from 14 topics, which are grouped into 4 areas:

- Part 1 Managing External Relations
- Part 2 Leadership and Organisation
- Part 3 Managing the Curriculum
- Part 4 Managing Resources

Students must choose topics from 3 different areas. (See Appendix 3 for full details of topics).

C. Distance Learning

Distance learning has both potential advantages and disadvantages as a means of study. The O.U.'s use of multiple media attracts a wide range of students and allows them to study according to their own preferences and in their own time. This, together with the general availability of many materials, enables the university to have

"a broad national (and often international) impact"
(Glatter 1988, page 2)

and this

"at relatively low cost (ibid page 5).

This breadth of influence must, however, be weighed against the nature of impact, which raises the issue of expectations on the part of students and university. We examine the anticipated outcomes of each party, provider and participant. If, as Glatter suggests

"distance learning ... has in the past been assumed to be more effective for communicating ideas and knowledge than for helping people to apply them to practical situations or to develop their professional skills and competences",
(Glatter 1988, page 4)

we consider whether this method of study is an appropriate means of meeting such practical needs.

It is unlikely that there would be an increasing interest in the potential for distance learning in such fields as management, medicine and education (as observed by Glatter, 1988), if students' expectations were not being realised. We might also suspect that professional sponsorship would not be forthcoming if benefit were derived only by the individual, to the exclusion of the institution or the broader education system. This brings us back to our concern with individual and institutional development (see page 136 above), and is the source of our questions about students' desired outcomes from their study for the ADEM. The issue of financial support leads us to ask whether the O.U. is responsive to market forces and, if so, whether it is amenable to manipulation by its sponsors - be these the clients (students) or grant-awarders (central government). We seek, through interview with a member of the O.U. team, to probe the nature of its responsiveness, and to determine whether this is purely professional or has a political agenda.

D. The Aims of the Advanced Diploma in Educational Management

The O.U. handbook describes the ADEM as offering students an opportunity

"to apply their learning to their own working environment." (O.U. 1987 page 52)

It suggests that they may

"tailor their study programmes to their own professional and individual needs" (ibid)

and that the course is designed for those

"who either hold or wish to acquire management responsibilities and wish to develop their understanding and skill in managing educational processes." (ibid)

It recognises that teachers often may not have the opportunity for "systematic study". These statements may seem to imply that the ADEM is intended to meet the personal needs of individuals, either with a view to improving effectiveness in their present role, or as preparation for future promotion i.e. it veers towards points 2-3 on Bolam's spectrum (Figure 11 above). Such an interpretation fails to acknowledge the reference to educational management's being

"an area of high priority" (O.U. 1987, page 52)

and to the belief that the course,

"by focusing on the application of concepts and skills to practical situations ... should enhance the quality of education and its management." (ibid)

The ADEM is, then, seen as a response to a national concern with effective management, and as a means to institutional development i.e. it falls nearer points 1-2 on Bolam's spectrum, than to points 2-3 (personal development). This project seeks to determine whether the emphasis on responsiveness to national concerns has been enhanced in the wake of the ERA.

Members of the course team have expanded the point. Recognising that

"a distance learning approach (is) likely to stress theory at the expense of practice, abstract concepts rather than hands-on skill" (Preedy 1988, page 137)

the team sought to design a programme which would offer students the opportunity to apply their learning in work situations. One of their initial proposals was to

"integrate thought with action" (Argyris & Schon, 1974),

to design a programme which would allow the transfer of learning in order

"to assist school improvement" (Glatter 1986, page 4; Preedy 1988, page 13).

Glatter records that

"the overall strategy of the course is based on the assumption that school improvement depends primarily on developing the capabilities of staff working inside the schools." (Glatter 1986, page 8)

From this were derived 4 specific aims:

- "a) To encourage students to apply their knowledge of educational management concepts and processes to situations and events within schools.
- b) To equip students with a range of investigative methods to enable them to conduct enquiries on aspects of school management.
- c) To provide examples of projects on various issues relevant to school management in order to guide students in their choice of suitable topics.
- d) To contribute to an improvement in the quality of management in schools through the development of a cadre of innovative leaders capable of identifying problems or deficiencies and devising strategies for improvement." (Glatter, 1986, page 8)

Each of these aims recognises the role of the individual in achieving institutional development/success. We note that no explicit reference is made to the benefits to be derived by the individual, be they increased job satisfaction through greater effectiveness, or the more tangible reward of promotion. When pressed on this issue, Bush describes the relative needs as "a false dichotomy". He continues

"By making EP851 directly relevant to insitutional management, we hope to improve individual and institutional effectiveness" (Bush 1990).

The means whereby individuals are prepared for this role is through the research projects. By working on real tasks in (normally) their own work place, the ADEM seeks to develop students' competence

"within the constraints and day-to-day pressures of maintaining existing activities." (Glatter 1986, page 6)

The production of 3 different projects is designed to allow students to develop and demonstrate understanding and competence in a range of key management areas. It is recognised that, on the part of the student, the projects require

"considerable tact and negotiating skills, as well as an awareness of institutional micropolitics." (Preedy, 1988, page 141)

In addition to offering them an opportunity to

"link their professional development with ongoing practice"

both Preedy and Glatter acknowledge that important relationships may be forged through these processes, relationships upon which institutional development depends. There is, then, an implicit recognition of Shipman's political package (page 24 above), and of attention to the individual needs of colleagues identified by Torrington and Weightman (1989).

The immediate relevance to our study of students' motivation clearly lies in the relative expectations course participants and course providers have of the ADEM, whether these are the same or compatible, and whether outcomes are those desired. These are the issues addressed next.

E. The Advanced Diploma in Educational Management: Some Early Findings

1. Students and their Expectations of the Course

A survey conducted by the O.U.'s Institute of Education Technology (IET) in 1985, following completion of the course by the first cohort of students, gives us some indication of participants' expectations at that time, and of actual outcomes. Data were collected by means of a questionnaire, sent to all EP851 students. There was a response rate of 77% (N = 191). While recognising that it was too early for findings necessarily to be generalisable, or

indeed for all outcomes to be evident, the survey produced some interesting evidence.

In its first year, 260 students registered for the ADEM. This figure rose by 40% to 370+ in 1986 and had stabilised at around 300 per year by 1990.

Students came from all parts of the UK. The research findings showed:

1. ⅔ were aged 35-44, though 17% were over 45.
2. Over ¼ were already occupying head or deputy head posts, but a large percentage were middle managers preparing themselves for senior management.
3. Over 50% were based in secondary schools (usually comprehensives)
 - 18% were based in primary schools
 - 7% were based in middle schools
 - 10% were based in F.E.
 - The remainder were in H.E., special schools and LEA service.
4. 75% were men.

The present research seeks biographical data (Questionnaire Sections I and II) in order to establish whether these trends have continued or whether there has been any significant change in the student body undertaking the ADEM, though the size of our sample is recognised to have little statistical validity in itself, offering only a pointer for further research.

Comparison is also made with the findings of an earlier survey (O.U. 1978) which discovered that associate students following Part A course E321 were predominantly male (83%), from the secondary sector

(65%), middle managers (44%), and under 40 years of age (78%). There was no great significance in the time these individuals had been in post (0-2 years: 31%; 3-4 years: 33%; 5+ years: 35%), although it seemed possible that there was a slight incidence in their likelihood of undergoing management training the longer they had been in post. This theory is tested in our questionnaire (Section III), which asks respondents to give details of their current and previous teaching posts.

We also ask respondents to identify their assumptions regarding the value of the ADEM (Questionnaire questions 18, 19, 21-25). We compare their expectations with those of the first cohort, for 76% of whom career development

"was a major reason for taking the course." (Preedy 1988
page 143)

This might suggest a discrepancy between the expectations of participants and those of course providers. Accordingly, interviews with students and with a representative of the O.U. team seek to explore further their respective perceptions.

As indicated above (page 202), the impact of the ADEM goes beyond the effect it has on those formally enrolled for courses. Since materials are widely available, Glatter suggests that they are drawn on by other course providers who run 'conventional' (sic) management programmes, a point taken up by Hughes, who recognises that

"they indirectly influence other course providers of all kinds." (Hughes 1981, page 55)

Bush, too, acknowledges

"Our materials are widely used by other providers so we do influence course content elsewhere." (Bush 1990)

EP851 may, indeed, have

"a widespread and diffuse influence both on the content and approaches of other training programmes, and on other practitioners who keep up-to-date with the literature."
(Glatter 1986, page 15)

It is for this reason that our respondents are asked about their personal involvement in running INSET, and their other experiences as participants in management courses (Questionnaire questions 15, 16). If the impact of O.U. methods and materials is proven, this will be significant for our concern with accountability and in answer to our question regarding the potential for the university to be 'used' as a means of dissemination by powerful stake-holders (page 203 above).

2. Some Outcomes of the Advanced Diploma in Educational Management, 1985

1985 feedback from O.U. students indicates that the course has had influence in 3 areas, each representing a different level of impact.

It has had an effect on:

- i) Participants' own management approach, thinking and practice.
- ii) Actual and proposed changes in institutional policy and practice.

iii) Group training programmes operated in collaboration between the OU and LEAs. (Glatter 1986, page 16)

Although he suspected a 4th area of influence, that of course design by other colleagues, Glatter felt unable to discuss this aspect at that stage. As stated above, our study makes an attempt to quantify this impact, though the difficulties inherent in attributing influence definitively to any one source are recognised.

i) Participants' Management Approach

Even at that early date, students were vociferous about their improved practice, as they perceived it. 94% believed their understanding and practice reflected what they had learnt. They were more self-critical, and many felt they were applying in their daily management the techniques they had learnt (see Glatter 1986, pages 16-17; Preedy 1988, page 142).

In terms of anticipated outcomes, if improved effectiveness was what participants had hoped for, the course could be said to have succeeded. However, as Preedy points out (1988, page 143) 76% of respondents had been looking for career enhancement through their studies. Undoubtedly, the two outcomes are not mutually exclusive, but this earlier survey did not seek evidence of the latter outcome. Our study, by asking respondents to keep a record of their job applications, hopes to identify whether students achieve promotion subsequent to their studies. Once again, it is recognised that it will not be possible categorically to attribute any success to these

studies rather than to a natural development over time and with experience. Nevertheless, we hope to establish whether any pattern emerges in the career development of those who are seeking promotion.

On the evidence of their own survey, the O.U.'s first aim, applying theory to practice and their fourth, improved quality of management (see page 205 above), would seem to have been realised by the first cohort of students.

ii) Institutional change

64% of the 1985 respondents reported that their studies had contributed towards innovation in their school/college. The range of this was vast, including: improved internal/external communications; changes in senior management roles; a more consultative management style (Glatter 1986, page 18). This might be attributed to students' greater understanding of the needs and perspectives of other staff, skills developed by their reading and practised in their conduct of the 3 research projects. The course team would, again, seem to have evidence of their success. By equipping students with investigative methods (aim (b)), they have enabled them to devise strategies for institutional improvement (aim (d)), thereby testifying to the appropriateness of these methods and the relevance of the subjects selected for research (aim (c)). Effective management results from application of the skills and sensitivity called for by Torrington and Weightman (1989).

The 1985 survey discovered however that, in a number of cases, change had been "fairly limited" and projects at best "catalysts" stimulating debate (Glatter 1986, page 19). Whilst in some cases this could be explained by the early stage at which the research was carried out, time for change not having been given, other causes were apparent. These included:

- the adverse affects of industrial action
 - a closed school climate and hierarchical management style
 - crisis management (preventing due consideration of projects' findings)
 - sensitivity of issues. Students were deflected to less controversial topics for study
 - failure to acknowledge the role students played in identifying improvement, attributing it to another person
 - low status of course participants, closing access, preventing impact
- (see Preedy 1988, pages 149-50; Glatter 1986, page 19)

Such factors as these are not amenable to quick solution, and the potential impact of the ADEM on institutional development may, therefore, take longer to become evident. It relies more on the long-term influence of the "cadre of innovative leaders" (Glatter 1986, page 8) envisaged by the course writers.

This study attempts also to identify any sources of hindrance encountered by our respondents eg. financial (Questionnaire question 21), and develops this and other sensitive issues in interview.

iii) Group training programmes

The third outcome observed by the 1985 survey was that a number of LEAs were using the course as part of INSET programmes. Glatter anticipated that

"the number will grow in future years, in the light of strong government and professional interest in the development of management training for senior staff."

(Glatter 1986, page 20)

It is this reference to central interest and the balance between professional and political influence upon course provision that is of relevance to our project. We ask Prof. Tony Bush as the course representative whether there has, indeed, been a growth in group programmes since this earlier research, and seek explanations for any significant change that may have occurred.

F. The Relevance of a Study of the Advanced Diploma in Educational Management

Having reviewed the philosophy underlying the ADEM and its structure, a justification for this project is proposed.

Firstly, the field work took place five years after the course was first introduced. It was therefore timely for the O.U. to have some structured feed-back on its content and methodology. No interim

survey of this nature had been conducted, so the work filled a gap for course planners.

It is recognised that many of the difficulties encountered by the IET must be addressed by the present study, too. The most immediate was that the student body is

"diverse and situated in all parts of the country. Procedures for obtaining student reaction to new courses are correspondingly fairly elaborate." (Hughes 1981, page 55)

The researcher overcame this problem by concentrating her study on the S.E. of England, within an area readily accessible to her. She recognised that this geographical boundary may, however, restrict the wider applicability of her findings, which can be claimed to represent the views of only one sector of the student body. Every effort was made to select a broad range of respondents, in order to minimise possible bias (see Part III below), but that selectivity may, in itself, have skewed the findings.

The research investigates a number of areas which may be of interest to course planners. As in the earlier survey, we also look for evidence of the transfer of learning (O.U. aim (a), page 205). This underlies our questions regarding improved effectiveness (Questionnaire numbers 23-25). We seek indication of any insitutional change (O.U. aim (d)) as a result of respondents' studies, by asking them to explain their answers to the above questions, and by expanding these in interview. Once more, though,

it is recognised that, as students had only recently completed the course, institutional change may not yet be evident, particularly that which depends upon having first built sensitive relationships.

Questions 20, 22, 23 and 24, focus on the Part A courses followed and projects undertaken for Part B. They are intended to provide evidence of the course's success in achieving aims (b) and (c) - equipping students with adequate research skills, and providing projects which are relevant. While the quantitative evidence regarding uptake of each may be available in university records, this study interprets the trend for a small group of students, and seeks to identify any areas which are being avoided, or conversely which students would have liked to be included.

The O.U. survey of 1985 discovered that 76% of students saw the ADEM as a potential means to promotion. This is related to our discussion of staff development/INSET (Part II Section 1 above), the respective importance of individual and institutional development, and the value of training for greater effectiveness and career advancement. Question 19 of the questionnaire seeks an explicit answer to the role respondents see the qualification playing in their career development, while question 14 is designed to explore this more fully. In order to follow up the career development of respondents, they are asked to complete a pro forma (Appendix 12) showing posts applied for subsequent to their study for the ADEM. It is acknowledged that success cannot reliably be attributed to this one source of development, but we may discover a pattern in students'

career progression. It is beyond the scope of this study, however, to follow students for a lengthy period, or to compare their professional progress with a control group. This might provide an interesting topic for future research.

We may ask how our project accords with the justifications of educational research proposed by the National Development Centre for School Management Training, Bristol (see Introduction, page 18). This body suggests research should:

1. Lead to course improvement
2. Produce information on course utilisation
3. Provide information for reasons of accountability

As stated above, there is a clear intention that our data should be available to the O.U. so as to enable the course to be updated i.e. meeting purposes (2) and (1).

It is the third aim, accountability, which is of special interest to us. By focusing on outcomes, and following respondents' careers, we hope to collect evidence of whether the O.U. has achieved its fundamental aim, institutional development, effected by a cadre of trained managers. Our questions about expectations are designed to test whether course providers and participants share the same objectives for the ADEM, and whether their expectations are realised.

Questions regarding the pattern and scope of management training offered by the ADEM are interlinked. We have noted explicit reference by the course team to the government's interest in management training (page 157 above), and to the fact that the O.U. reaches a wide audience, at comparatively low cost (Glatter 1986, page 5). We investigate whether the O.U. ADEM owes its success to its financial attractiveness in a competitive market. In other words, whether it has gained central support because of its ability to reach out and encourage students to undertake professional development in their own time and (often) at their own expense. Alternatively, we consider whether it is for precisely these reasons of convenience that the course appeals to consumers (students), whose own perceived developmental or deficiency needs it meets. In order to establish what these needs may be, we ask respondents to complete a diary of the tasks they perform in an average fortnight. We are, through these enquiries, seeking evidence of accountability to consumers as typified by our Model A (Figure 7, page 89).

Because of its ability to reach such a vast range of students, geographically and professionally, the O.U. is a potentially powerful means of influence upon our education system. In stating their aim of creating "a cadre of innovative leaders" (Glatter, 1986) the university would seem to be claiming for itself a proactive role. We compare the topics dealt with in the ADEM with the duties of school managers today, and with changes in their roles following legislation in the 1980s. It is hoped to determine whether the course has been tailored to meet the new demands being made of

senior managers in schools. This issue is raised with the O.U. team's representative in the light of data collected in respondents' diary records. He is asked to comment upon the suggestion that EP851 is reactive, responding to deficiencies perceived by the team to exist among senior managers, in the wake of legislation.

Such a perception views the course as a professional response to the central initiatives introduced through legislation over the last decade i.e. it is showing professional accountability towards the teachers, as in our Model B (page 89). We shall, however, seek to establish whether the university's accountability goes beyond this professional model to the more formal Model C. If so, strict accountability to employers and political masters may legitimate the government's involvement in (or even responsibility for) course content, in much the same way that it has decided the National Curriculum for schools. Like the schools, the university would be left to play the role of implementers, tacticians of centrally determined policies, rather than be strategists themselves. If such is found to be the case, the university will have lost its professional independence and become an agent of the government.

Notes

1. Since this report was first drafted, the O.U. has extended the range of credits available. Mindful of the "tremendous change in the management of education at all levels" (CEPAM, 1991), it now offers in addition to full and $\frac{1}{2}$ credit courses, modules which carry $\frac{1}{4}$ and $\frac{1}{8}$ of a credit. These require 110 and 55 hours of study respectively, and can be free standing or accumulated towards a post-graduate certificate in education (Appendix 2).

CONCLUSION

In this section we have traced the development of INSET and staff development to the point where the two terms are commonly used as synonyms. We have suggested that this mirrors a change in attitude: personal and institutional development have become inter-dependent, as concerns with the efficient use of resources and the accountability of a public service to its stake-holders have grown. This reflects the very political model proposed by Shipman (1990), wherein learning is tied closely to political and resource issues.

Numerous professional responses to this situation have been made, but we suggest that any professional motivation for undergoing staff development (whether for personal advancement or in order to meet deficiency needs, and thereby enhancing job satisfaction and efficiency) is overshadowed by the pressures of strict accountability. Individuals are no longer able to choose to undertake training simply to meet a self-perceived deficiency or for career development. It has become essential for all senior managers to acquire the skills necessary to manage the introduction of a multitude of centrally-derived initiatives. This has seen staff development move away from individual towards system needs, and increased the importance of quantifiably effective management.

Underlying this change in emphasis is the assumption that the quality of learning will be improved by raising the standard of school management. Management relies on skills that can be acquired,

therefore training for the responsibilities of senior management in schools is seen as a means to achieving the common outcome desired by profession, clients and providers alike, though for possibly different reasons. This primary concern with standards of learning forms Shipman's first "package" for senior managers.

Though potentially open to imposition, it has been noted that training is being sought because of teachers' sense of professional and moral responsibility. Conflict may arise from this, not only because of the additional strains on their time, and the moral and professional compulsion to participate in courses, but also through their being removed from their daily managerial and teaching roles. Their absence from school may alienate them from their staff and thereby reinforce the dichotomy between task and human relation functions (see Part II Section 1 above).

The Open University Advanced Diploma in Educational Management is proposed as a model which can reduce this conflict, since it allows students to study where and when convenient to themselves. The emphasis on school-based research in Part B of the course helps to bridge the needs of institution and individual, as the student develops skills valuable to his career progression and/or effective performance of his present role, while the school and participants in the projects should derive benefit from involvement in the process and from the final report.

Throughout this section, we have focused on the pattern and source of management training in Britain in the 1980s. It is suggested that, as the source of motivation for undertaking management training has moved from the profession, as involvement has been less a matter of choice than crucial to survival of the initiatives introduced by legislation over the period, and as the pattern and nature of training has been increasingly determined by these initiatives, so has the scope of senior managers changed. Where once education and educationists were given a non-political role, today their potential is being used in an overtly political manner. They are now seen as key figures in the transformation of Britain into an internationally competitive economic force. In terms of the functions discussed in Part I (page 45), their role has become that of cultural and political envoys (functions 1 and 3), and of proxy supporters of the economy (function 5). By overseeing and encouraging the values of a competitive society, and administering a curriculum designed to provide the quality and quantity of skills needed for a national labour force, they are essential figures in a policy designed to bring about social change through the education system.

The role of senior managers is thus highly political, representing the second 'package' for management (Shipman, 1990). Through the competition resulting from Open Enrolment, the tying of budgets to a formula based upon pupil numbers, and the delegation of resources under LMS, the final package emerges, intertwining inextricably the

management of resources with considerations of accountability and the quality of outcomes.

This context has changed the role of senior staff from that of administrators to that of managers. It requires that ends/outcomes be defined but that their achievement be sought in the real world where competing needs and interests must be managed. This calls for political, entrepreneurial and intellectual skills in order to motivate staff, mediate across the traditional boundaries, achieve commonly-sought outcomes while responding to possibly different desires underlying those expectations.

In short, we suggest that the effective school manager of the 1990s should recognise the political nature of the education service and respond to the context-input-process-output model of evaluation (page 71 above). This means recognising that input, output and process factors alone are inadequate gauges of a school's success. It means being proactive, setting the school's achievement in the wider context, collecting and disseminating information which celebrates this.

In a period of externally defined 'givens', the effective manager must motivate his staff. He must develop in each a sense of value, encouraging local initiatives to counterbalance the sense of impotence all too readily born of centrally imposed boundaries.

It is against this perception of today's management in schools that our appraisal of the ADEM is set.

Part III explains the sample selected and instruments devised in order to assess the effectiveness of the ADEM in preparing managers for these tasks. These are described in detail before the research findings are discussed in the following chapter.

PART III RESEARCH INSTRUMENTS AND METHODOLOGY

INTRODUCTION

Summary of Aims	227
A Qualitative Approach	228
Research Framework	229

THE PILOT GROUP

Selection	230
Composition	231
Roles	232
Age, Gender and Training	233
Teaching Experience	233

INSTRUMENTS

1. Questionnaire	234
A. Rationale	234
B. Structure	237
2. Interviews	245
A. Interviews with the Pilot Group	245
B. Interviews with the Research Group	247
3. Record of Applications	250
A. Rationale	250
B. Procedures	252
4. Diary of Activities	253
A. Rationale	253
B. Procedures	255

5. Interview with the Course Team	258
A. Rationale	258
B. Structure	258
C. Procedures	261

SUMMARY

Period of Research	262
Triangulation of Instruments	262
Limitations of the Research	263
Notes	265

III. RESEARCH INSTRUMENTS AND METHODOLOGY

INTRODUCTION

Summary of Aims

As has been described more fully in the Introduction (pages 2-3), the research investigates the impact of the Open University Advanced Diploma in Educational Management on the career development and effectiveness of a small group of students.

The study began by asking why some senior managers were undertaking the Advanced Diploma in Educational Management, one example of formal training available in the 1980s. It was suggested that they may be responding to the deficiency needs of their expanded role, following numerous initiatives introduced by legislation during the decade. Alternatively, we have considered whether students of the ADEM in the pre-ERA period were motivated by a desire to remain abreast of the competition for diminishing promotional opportunities in a contracting market. The former motivation may require some inducement, since it is responding more to systemic than to personal need, whereas in the latter case, students have a clear personal outcome in mind and hence self-motivation to undertake formal training. For some, both motives may coexist.

The two fundamental issues on which our instruments seek to provide data are:

1. Students' motivation for undertaking the ADEM, i.e. their expectations of the course.
2. The anticipated and actual outcomes of the course, as perceived by students and course providers.

This information may illustrate through some case studies the nature of managers' accountability in a public service and the scope of education policy.

A Qualitative Approach

In order fully to meet this objective, a quantitative study of a large number of subjects, preferably over an extended period of time, would be necessary. This project is, however, constrained by several practicalities: being conducted part-time, and at the researcher's own expense, it was not feasible to carry out a programme of that scale. The ideal of quantity has had to be replaced by that of quality. While an in-depth study of a small group of students over a period of 1-2 years cannot make broad generalisations on the potential of the ADEM or on the scope of management training, this research may serve to illustrate the processes of motivation and effective management, which themes can be examined in greater depth and taking account of more contextual factors than would be possible in a quantitative study. Questions regarding scope may emerge, which could be developed in further

research, and information of value to course planners may be elicited through the approach selected.

Research Framework

Having recognised the needs and constraints of the research, the following boundaries were set:

- the study would be of ADEM students in the Greater London area, thus allowing the researcher ready access to respondents
- the research instruments would be:
 - questionnaire
 - interview
 - record of job applications
 - diary
 - interview with member of course team
 - survey of legislation since 1980
- instruments would be piloted with 1987/8 students during 1989
- the final research group would number approximately 15 of the 1988/9 cohort
- the period of field work with these respondents would extend from late 1989 to late 1990/early 1991. While piloters would be participating retrospectively to their studies, the research group would be involved in the research from the latter stage of their course.

Selection

It is acknowledged that, by confining the research to one geographical area, the work may produce a biased perspective and cannot be claimed necessarily to represent a national perception of the ADEM.

Initially, it had been hoped to take a purely random sample of ADEM students based in the Greater London region. Because of university confidentiality, however, access had to be arranged through the mediation of the Registrar. It was, therefore, necessary for the researcher to canvas the full cohort and then select from those willing to participate in the project. It is, again, accepted that results may be affected by this degree of self-selection on the part of students interested in helping.

In the hope of minimising any potential bias in an opportunity sample drawn from a restricted geographical location, care was taken to select a variety of respondents, chosen in order to ensure a mix of gender, school (primary/junior/secondary; urban/suburban/rural) and current level of responsibility. Accordingly, in her initial approach, the researcher asked those prepared to take part in the project to give brief details of their post and school. This was done by means of a pro forma forwarded by the O.U. to all ADEM students registered in the Greater London area (Appendix 4).

A pilot group of 5 was drawn from the 30 students who registered for the ADEM in the designated area for the 1987/8 session. This represents 16.6% of the local cohort for that year, and was chosen from the 9 (30%) who indicated their willingness to take part in the study by returning the pro forma (a 10th alumnus agreed, one month after the sample was chosen).

Composition

The 5 were selected according to the criteria indicated above (see Appendix 6 for a breakdown of the group). The study was to be confined to those working in the primary, junior and secondary sectors, as the legislation to be considered most immediately affects these levels of the service. Consequently, those teaching in tertiary college or free-lance (eg. peripatetic musicians) were not included.

In the event, as the research focus moved from tracing career advancement to the question of effective management, by restricting the selection of both pilots and the research group to those teachers on higher grades, the writer may inadvertently have distorted the study towards the former issue. A more random sample could potentially have yielded a more representative evaluation of the ADEM in meeting teachers' needs for esteem and self-actualisation (Maslow, 1954).

Roles

The pilot group consisted of 2 men and 3 women. 3 were deputy heads (one of whom subsequently withdrew from the research), 1 a senior teacher, and 1 a (protected) scale 2(1) teacher who was aspiring to second in department status. The sample was not able to include a head, or middle manager on scale 3 or 4, no holders of such posts having volunteered for the project. The pilot and research groups (the latter is discussed fully in Part IV) are compared in Figure 20.

Position	Pilot Group	Research Group
Head	0	2
Deputy Head	3	4
Senior Teacher	1	4
Head of Department	0	1
Head of Year	0	2
Other	1	1

Figure 20. Composition of Pilot & Research Groups

The pilot group of teachers had been in their posts an average of 1½ years, though in their schools between 1½ and 4½ years (2 having gained internal promotion).

Age, Gender and Training

The age of respondents ranged from 36 - 50, with an average of 39/40 years. The women were younger than the men. Contrary to trends (see eg. Torrington and Weightman, 1989) one of the most senior posts was held by one of the youngest, a woman.

A gender distinction was apparent in pilots' training backgrounds: whereas the men were science graduates, holding PGCE qualifications, the women were B.Ed.s. Nevertheless, the best qualified (and also the youngest) was a woman (M.A.). This respondent was, furthermore, holding the most junior post, which factor may have significance for our study of motivation and self-fulfilment (see Maslow, 1954).

Consistent with their training and also conforming to gender stereotyping, the men were teaching science and maths, the women English, drama, sociology and R.E. (see eg. Marland, M. 1983 Sex Differentiation and Schooling, London; EOC, 1985, Equal Opportunities and the Woman Teacher, Manchester; Gender and Education Series, Open University).

Teaching Experience

All pilots had been trained for the secondary sector, but one woman had wider experience, as a specialist teacher of Travellers. Teaching experience ranged from 12 to 24½ years, with mean 17 years. Respondents had worked in an average of 4 schools, each from between

1 and 12 years. They all had taught in both single sex and co-educational schools. Their present schools were all 12 - 16/18. 3 were mixed, 1 single-sex girls'. 3 were described as suburban and 1 as urban, but 2 were undergoing reorganisation. Their rolls numbered from 300 to 900 pupils.

INSTRUMENTS

1. Questionnaire ((Appendix 9)

A. Rationale

The pilot group of 5 were each issued with the questionnaire, both as a means to gathering personal data and in order to trial the first research instrument. At stage 2, the interview, pilots were therefore asked to expand their replies and also to comment upon the wording, sequencing etc. of questions. The questionnaire was then amended for use with the research group, while the data provided was incorporated in the research findings (see page 265 below).

Question Format

The researcher's guiding principle was the need to collect all relevant information whilst not over-burdening respondents. Accordingly, whenever possible, a box-ticking format was used. This technique does not allow for qualitative information and can, in fact, constrain respondents (see Questions 12 - 14, below), but as

questionnaires were to be followed up by interview, the device was considered an appropriate awareness-raising approach for many questions.

It was necessary to strike a balance between inviting answers of unwieldy length and posing questions which might produce adequate data. The questionnaire was therefore designed as an introductory instrument, reassuring respondents, easing them into the subject and, hopefully, stimulating their interest, while not alienating them by requiring extensive written responses. Questions which were likely to elicit fuller discussion were indicated by an asterisk, and respondents were advised that these would be developed at stage 2, the interview. However, should they wish to add more detail at this stage, additional space was provided at the end of the questionnaire.

Questionnaires were sent out with a s.a.e., details for their return, and instructions for anyone wishing, at this point, to withdraw from the project. Once again, the researcher sought to balance the momentum of the research with respondents' other commitments: too long a pause between receipt of the questionnaire and the deadline for its return might result in its being discarded. Insufficient time for completion might, similarly, cause respondents not to reply, or else to rush the questions and give inadequate thought to their answers.

Timing

When to send out the questionnaire was also important. The pilot version was despatched at the end of the Christmas vacation, and piloters allowed 3 weeks to complete it, the expectation being that pressures of school would be less, and respondents more responsive, at this time of the year. 1 piloter withdrew at this stage, since she had moved from the area. All others returned their questionnaires within the set period.

Timing of the questionnaire with the actual research group spanned a similar length, but fell within the autumn term. It was sent out to coincide with the ½-term break, allowing respondents the choice of completing it then or upon their return to school, but before the term built up to such likely events as mock examinations or Christmas activities.

Links with Succeeding Stages of the Research

The letter accompanying the questionnaire gave details of the nature of, and schedule for, succeeding stages in the research. Respondents were asked to tick and return in a s.a.e. a check-list of any other stages they were willing to take part in (Appendix 5). At this point, 2 respondents failed to reply, despite reminders, thereby indicating withdrawal from the project, and a further 2 returned only partially-completed questionnaires. This was in addition to the 2 who had already formally withdrawn due to changed personal

circumstances. Data thus derives from 8 full and 2 partial questionnaires, plus those of the pilots. (Appendix 8).

B. Structure

The questionnaire comprises 5 sections.

Section I. Personal Details

In order to enable the researcher to compare her respondents with each other and with those of other researchers in the field (eg. Jayne 1980, Earley & Weindling 1988, Owen et al. 1983), this section was designed to give basic biographical data. It was placed first so as to reassure respondents by asking non-threatening questions before moving on to more delicate issues.

Q.1. Gender and age. For ease, the 2 fields are combined into a matrix, and age ranges grouped into blocks of 5 years eg. 25-29. The range covered is from 25 to 65 years, it being anticipated that teachers with, or aspiring to seniority, would be unlikely to be younger than 25, while some may be approaching retirement age.

Q.2. Qualifications. In spite of the desire to minimise writing by presenting boxes for ticking, it was felt that this question should allow a more open approach, avoiding a hierarchical listing of potential qualifications. Respondents were therefore asked to name their qualifications. In the event, some replies were ambiguous and

needed to be clarified at interview eg. 'certificate in education' was used to mean both a basic teaching qualification, and PGCE. Tick boxes would have avoided this uncertainty.

Q.3 - 5. Age group, subject and teaching experience. These questions are intended to show whether there was any common pattern in the backgrounds of teachers engaged on the ADEM, these individuals being among the senior managers of today or the future. A matrix format is used for question 5 in order to guide responses and to facilitate comparison of their experience.

Section II. Present School

Q.6 - 9. As above, these questions help to build a comprehensive profile of respondents' experience. The researcher was looking for evidence of any predominant trends eg. size of school, independent/state sector, in order to help target potential markets for the ADEM. Comparison might also be made with the findings of Jayne 1980, in her work on senior appointments within the ILEA. Being of a quantitative nature, the box-ticking style was considered appropriate for most questions in this section.

Section III. Present Post

Q.10 - 11. Respondents were asked to give the title of their post and the number of years they had occupied it, the latter information

likely, when combined with question 5, to be indicative of the stage they had reached in their careers (cf. Broussine & Guerier 1983).

Q.12 - 13. Sources of satisfaction and dissatisfaction. These 2 questions are intended, firstly, to reveal the attitude of respondents, who were asked to list 5 aspects of their work within a framework of the interpersonal, curricular, administrative and 'other' responsibilities, which lead to satisfaction or dissatisfaction. In trialling, pilots found the questions difficult to answer. Points raised included the following:

- i) Wording was unclear. Alternatives eg. "aspects of your work" were suggested, in place of "aspects of each category".
- ii) There was difficulty in differentiating between the 3 named areas.
- iii) Artificiality of having to identify 5 things for each category.
- iv) One respondent felt it would have been easier simply to list tasks performed within each category, then to assess these on a given scale.

Responding to these comments, questions 12 (and 13) were amended so as to ask for "up to 5 things which give (cause) you most satisfaction (dissatisfaction) in your present post".

Despite the revisions, the research group did not all complete these 2 questions, suggesting either that the area was too complex to reduce to a brief statement, or that respondents were unwilling, at this stage, to express their views in writing. The questions were, therefore, repeated at interview.

A second purpose of questions 12 and 13 was to raise respondents' self-awareness and to induce comparison between their sources of satisfaction and dissatisfaction. It may be that, for those who declined to answer, this was too intimate or sensitive an issue to be broached before a personal relationship had been established with the researcher.

A third, but difficult, intention was for the researcher to test the continuing validity of earlier research findings regarding the nature of satisfiers and dissatisfiers (Maslow 1954; Herzberg 1966; Hilsum & Start 1974).

Q.14. sources of influence when selecting posts. The 11 potential sources of influence listed are synthesised from Herzberg's theory of hygiene factors and motivators (see Part II1, page 135).

Respondents were asked, in the pilot questionnaire, to rank these factors on a scale 1 - 11, from least to most important. The instructions were misunderstood, pilots associating 1 with the factor most important to them, and 11 with the least significant. The question was, accordingly, revised to read

"1 = most important to 11 = least important".

Again, the question is designed to build a rounded picture of the individual and to allow for comparison between respondents. Replies

to question 14 are triangulated with those for questions 12 and 13, in order to test the consistency of respondents' views.

Section IV. Professional Development

The final 2 sections of the questionnaire are of a potentially more sensitive nature and were, therefore, placed last, at a point when respondents had had the opportunity to gain some security with the project. Answers were limited at this stage and indication was made where they could be developed later at interview. This enabled respondents to prepare fuller replies if desired.

Q.15. Management training. The question sought to establish whether other formal management training had been undertaken and, if so, why, what form it took, who provided it, and what respondents' own perceptions of its outcomes were.

The findings can be compared with those of a number of larger studies eg. Dwyer 1984, Jayne, 1980, Everard 1986.

Part (c) establishes the role of respondents in delivering/evaluating INSET, in order to test Glatter's theory (see Part II3 page 211 above) that the O.U. may have a wide impact on courses in management training. Since cause and effect are difficult to prove, the question is developed in interview.

Q.16 & 17. School and LEA INSET arrangements. The terms 'peripheral' and 'integral' are borrowed from Lyons (1976). The intention is to determine the potential degree of external support for teachers (whether for career enhancement or to meet deficiency needs, page 132 above) or the extent to which teachers must rely on their self-perceived needs and individual initiative in seeking and obtaining professional development. The climate may indicate how schools have responded to proposals for staff development (ACSTT 1974).

Q.18 - 25. These questions develop the theme by asking respondents to explain in more detail how they came to select the ADEM, which components they studied, and their views on these. Information gathered here is for evaluation purposes 1 and 2 (Introduction page 18) and may lead to recommendations for improved marketing practices or revision of course content.

Q.19 adapts Bolam's spectrum of institutional/personal need (page 137 above). In the pilot version, a matrix was presented and respondents asked to assess points a) to e) on the scale 1 = least important to 5 = most important. Pilots illuminated 2 problems in the question design:

- i) They associated 1 with the factor of most importance to them (cf. problems with Q.13 - 14);
- ii) They ranked points a) to e) whereas the researcher had seen these as open to individual assessment.

Consequently, the revised version of the question given to the research group asks respondents to

"rate each one individually on a scale 5 = very important,
to 1 = of very little importance."

The matrix has been replaced with a line for scores to be inserted.

Despite the stress on 'individually', some respondents nevertheless ranked the 5 points a) to e), necessitating further discussion at interview.

Q.20 asks for factual data about Part A courses studied. While such statistical information is available in O.U. records, the present research investigates the reasons for courses having been chosen. Eligibility for financial aid is one possible explanation: others are probed at interview.

Similarly, Qs.21 - 22 investigate not only the choice of research topics but also their perceived validity to students. Such data is intended to inform the O.U.'s future design of the ADEM, as are responses to Qs.23 - 25. These ask respondents to analyse what has or has not proved to be of practical use or of interest to them. The questions were found by pilots to be difficult to answer objectively, effects of the ADEM being indecipherable from those of natural growth and experience. Each of these responses is therefore developed during interview.

Section V. Career Plans

The research aims (Q.26) to compare the career plans of respondents with those discovered by Dwyer in 1984.

Q.27 examines career patterns following study for the ADEM though, once more, it is recognised that categorical linking of cause and effect is not possible. What is determinable is respondents' self-perceived readiness for senior management positions. By asking at which stage of the ADEM they saw themselves as serious candidates for promotion, it is possible to infer the elements of the course which have led to this perception. By requesting the number and title of posts applied for, the perceived appropriateness of the course to certain posts can be posited.

Respondents are asked whether mention was made of the ADEM either by themselves or by interviewers in the course of any selection procedures they have been through. Responses reveal the extent of professional awareness of the qualification and provide information for course promoters.

The concluding questions are matters of courtesy, designed to leave respondents with a sense of security and clarity of purpose, by inviting any additional comments they wish to make. This is also a potential source of additional qualitative material.

To summarise, the questionnaire is intended to serve the 3 purposes of course evaluation (improvement, utilisation and accountability) suggested by the National Development Centre for Management Training, Bristol (see Introduction page 18) and to test whether the O.U. team have achieved their aim for the course (see Part II3 page 203 above), namely that of improving schools through the preparation of trained managers.

In terms of the present project, the questionnaire seeks indications of respondents' motivation for undertaking study and identifies their career stage. Personal effectiveness is also broached.

2. Interviews

a. Interviews with the Pilot Group (Appendix 10)

Procedures

Respondents were asked to indicate on a pro forma, returnable with completed questionnaires, their preferred means of contact. Arrangements for interview were made accordingly, at which stage permission was sought to record the interviews on cassette.

Pilot interviews were conducted with the 4 remaining pilots. All were recorded and anticipated to last approximately one hour. In the event, interviewees were keen to talk longer, giving an average of

1½ hours commentary, some of which discussion centred on the suitability of the research instruments.

Interviews were conducted either during vacations or after the school day, at the convenience of respondents. Venues were within a radius of between 4 and 16 miles of the researcher's home, and included both school and home.

The interviews were structured, the researcher having transferred questionnaire responses to her schedule and annotated areas for development (Appendix 10). Since the interview was recorded, it was not necessary to adhere strictly to the order of questions. This flexibility enabled a more natural conversation to develop.

As immediately as practicable, tapes were transcribed and responses collated with interview notes. This entailed approximately 9 hours work for each 1 hour of interview. It was recognised that the researcher must control the timing more rigorously when conducting the research group's interviews. Interviewees were offered a copy of the transcript. Of those who took up this offer, none requested any amendment or disputed the record, though one respondent did ask not to be quoted verbatim (as a teacher of English, she was concerned at her poor use of the language!).

Amendments

Problems encountered during the trials and rectified for the research group were:

- i) The researcher arrived to find the interviewee out, having been unable to contact her to advise her of a family bereavement.
Remedial action: contact telephone number was included on all correspondence from the researcher.
- ii) Interruptions during the recording of interviews eg. children coming in and out.
Action: care taken in arranging interviews conducted in homes.
- iii) Interviews too long.
Action: reduce time spent on Sections I - III, concentrate on developing answers in latter sections.
- iv) Interviewer less well prepared after day at school, and unable to transcribe tape so quickly because of other commitments.
Action: arrange interviews during holidays or at weekends if possible.
- v) Omission from questionnaire of family influences on career progression/pattern.
Action: include in interview, Section IV.

b. Interviews with the Research Group (Appendix 11)

Rationale

The interview was designed to allow respondents to develop their questionnaire replies, which data would be fed back to the O.U. course team. It was also intended to give the researcher an opportunity to discuss with students her emerging evaluation of the ADEM experience. To this end, their responses to Questionnaire

Sections IV and V and the analysis of their daily activities were of particular importance. They presented evidence of students' values and activities in a more coherent form than might otherwise be apparent to respondents.

Procedures

By the time interviews were conducted with the research group, these respondents had completed:

1. questionnaire

2. application record (where appropriate)

3. diary record

In the light of this and the researcher's evolving analysis, use of the original interview schedule was altered. It was now employed only as a basis for collating data on each issue, as derived from the other 3 instruments. This triangulation enhanced validation as well as enabling a more coherent feed-back to be given at interview.

The researcher then re-drafted a semi-structured framework for the interview, comprised of 5 areas to be explored:

- I. Why the ADEM was chosen
- II. Preparation for promotion
- III. Increased effectiveness
- IV. The need to persevere/ sources of stress during study of the ADEM
- V. Comments on the courses

This structure reflects the direction in which the final analysis seemed to be moving, reducing the original concern with career progression and increasing the focus on effectiveness.

All interviews were recorded, so the approach worked well in that it allowed both feed-back to respondents of the analysis to date, and supplementary information to be collected.

The final interviews were all conducted during the term period, either after school, or at the weekend, despite point iv, page 247 above. They took place in respondents' homes or in their schools, which covered a radius of 70 miles from the researcher's home. Each interview lasted approximately 1 hour.

Transcription was a lengthy process but facilitated by the new structure given to the interview. This allowed cross-reference between responses and the collation of replies under each heading, in preparation for the final analysis. As a preliminary to that, a brief abstract of each interview was prepared (Appendix 11b). This was also of use in organising data for presentation to the O.U. course team at interview (Appendix 14).

Only one respondent wished to see the transcript of his interview. He made no further contact with the researcher, thereby indicating satisfaction with it.

3. Record of Applications

A. Rationale

In order to monitor their immediate career development and further to Q.27 (questionnaire), respondents were asked to keep a record of all posts applied for within a given period. The number of applications made reinforces Questionnaire Section V, respondents' own perceptions of their suitability for promoted posts, and data collected from the application record must therefore be used with care. Failure to obtain a post may reflect applicants' misperception, and hence, inappropriateness for the job, or else it may conceal a strong field of equally suitable candidates, among whom the applicant may have been rejected on grounds other than of professional competence, in a tough competition. The limitations of this form of evidence must, then, be recognised.

The quantitative data is, however, intended to reveal the extent of respondents' active search for new posts, following their study for the ADEM. Dates indicate the timing of this process. Any pattern between either quantity or nature of posts, time when application is first made, or rate of success is sought, and is of value to the researcher in providing the O.U. with feed-back on a possible outcome of their course. This can also be compared with respondents' own expectations of the ADEM (Q.19, Questionnaire). The application record thus has a part to play in our evaluation of the course and

as a means of rendering account to providers and to consumers (see Introduction page 17).

The record is designed to provide a certain amount of qualitative information, also. By asking for the type and size of school, grade and title of posts applied for, evidence is sought to compare with Q.14 (influences on selection of posts), Q.20 & 22 (Part A courses and research projects undertaken), or Q.23 & 24 (areas of usefulness or interest).

Any correlation between the description of posts and answer 14 (questionnaire) would indicate a match between respondents' anticipated and actual criteria for selecting jobs, and thereby give credibility to their self-awareness, thence strengthening the significance accorded to the quantity of applications made. If a respondent who has a clear perception of his own abilities and potential fails to gain promotion or is quickly successful in his quest, the expertise and qualities he offers must be examined.

A match between job descriptions/titles and courses/projects studied for the ADEM (Q.20 & 22) would validate course content for the O.U., and testify to the appropriateness of choices made by the students. Similarly, if the responsibilities of posts applied for coincide with the areas of usefulness and interest identified by respondents (Q.23 & 24), the latter's professional awareness is enhanced and, at the same time, the O.U. course is seen to be responding to both individual and market needs.

B. Procedures

A draft version of the application pro forma was discussed at interview with piloters. Its design again required the minimum of writing on the part of the group, whilst providing the researcher with clear data regarding the number and nature of posts sought by respondents, and the outcome of each application. Piloters found the design acceptable and no change was made for use with the research group.

In discussion with the pilot group, it was agreed that records should be returned to the researcher every term, or upon appointment should this be achieved sooner. The period covered was originally to be 2 years, but was amended to 1 to fit the new framework of the research.

Procedures with the research group varied slightly. Respondents were sent personalised packs of materials in January 1990. These contained diary sheets (see page 243 below), application records, and information regarding interviews, according to the activities each had previously indicated a willingness to be involved in. 2 copies of the pro forma were included and respondents advised to request more if needed or to feel free to make copies for themselves.

They were instructed to commence the record from January 1990 (their course having been completed and results notified at the end of

1989). Arrangements for its return would be made at interview in the spring/summer. The duration of the record would be 12 months.

Only 5 of the research group of 14 felt able to keep this record, it being inappropriate to the others since they had just changed jobs or were not seeking alternative posts. Of this group, another withdrew completely from the research project, leaving only 4 plus the pilots. In all but 2 cases, because of their success in achieving promotion, the record was kept for only a brief period.

This small return has clear significance and indicated the need for the researcher to reappraise the relative emphasis of career development and other motivations in students' undertaking the ADEM.

4. Diary of Activities (Appendix 13)

A. Rationale

Pilots were involved in providing data by means of

1. The questionnaire,
2. Interview,
- and 3. Application record.

Instruments 1 and 2 enabled the researcher to gather evidence regarding question (a) of the research, motivation for undertaking the ADEM, and question (b), students' perseverance (Introduction page 3). Such data is purely subjective, consisting of respondents' views alone. Instrument 3 was designed to provide evidence in

respect of question (c), the extent to which students have been prepared for future promotion. As already discussed (page 73) the difficulties of proving cause and effect are recognised, it being impossible to attribute professional success to one course as distinct from the cumulative effects of formal training and experience. Nevertheless, the record of applications was intended to furnish both students and course providers with data in response to the issue of career development.

Clearly, not all students of the ADEM were consciously seeking promotion. The question of improved effectiveness in current posts is also posed. Once more, evidence is of a subjective nature. A more extensive research project might seek greater objectivity by collecting the views of various parties eg. line-managers, or pupils, or by observing respondents in role. The present study can not engage in this for the reasons stated in the Introduction, therefore conclusions are partial.

As the work progressed, the researcher became increasingly conscious of a lack of evidence in regard to respondents' effectiveness. Researching the role of senior managers had revealed a wealth of information on the tasks performed by heads and deputy heads (eg. SHA 1989, Burnham 1975). There appeared less where the role of middle managers is concerned. It was therefore decided to include a fourth research instrument, a diary of activities. The device would

- i) Provide a reference for analysing ADEM students' performance in their present posts

- ii) Monitor the nature of tasks performed by ADEM students (be they middle or senior managers).

Not all students would have identified improvement of job performance as an explicitly desired outcome of their studies (Q.19, questionnaire), but the record of activities would give those who had a framework for reflecting upon their work.

In addition, the record would provide the researcher with data which might be of value to course providers in establishing areas of training need. ADEM students occupy a range of positions, not only those of middle managers, therefore evidence from individuals would vary in its value to those course planners seeking to bridge the gap between middle and senior management responsibilities. It might, however, elucidate some of the responsibilities for which middle managers do need training, thereby supporting the project's objectives (1) and (2) (Introduction page 18).

B. Procedures

Introducing the diary of activities at this stage of the research meant that it could not be trialled with the pilot group. The format derived from the researcher's previous experience of work-shadowing, conducted as part of a 20-day course in preparation for deputy-headship (ILEA 1988/9). It incorporated her original pro forma and drew upon the experience of participants on that course, and problems encountered in shadowing senior managers.

The first question to be addressed was whether to guide responses and simplify the researcher's analysis by asking respondents to group their activities under pre-determined headings eg. curriculum, pastoral. Experience had indicated that such divisions are artificial, incomplete, and can deter respondents. It was accordingly decided to make the record chronological, rather than thematic, though the potential difficulties of collating responses from such an open-ended approach were well-known to the researcher.

Respondents were asked to list the time and duration of tasks, brief details of activities, location and those involved, as a first step in raising their self-awareness. Short guidelines accompanied the issue of the diary, in order to clarify terms and requirements.

The second question was the duration of the diary record. Each respondent received a set of 14 pre-headed sheets, which they were asked to complete for a minimum of 7 consecutive days, and maximum of 14. As with her other instruments, the researcher was guided by a desire not to alienate respondents by making undue demands on their time, while nevertheless obtaining adequate data for her purposes. For this reason, a degree of flexibility was built into the period of the record, and respondents were allowed some 6 weeks within which to keep it. Evenings and weekends were included so that respondents might be led to identify when and where work-related activities were being performed. Consecutive days were stressed, so that a balanced week might emerge. One respondent telephoned the

researcher to confirm the definition of 'leisure' within the school day!

The researcher's analysis of the data and recommendations were intended to meet the aim of providing information for the O.U., but that of raising self-awareness in respondents could not rely solely upon the completion of a daily record. While the onus for utilising this data lay partly with the individuals, who might use it to reflect upon the length of time spent on each aspect of their work, the time of day devoted to certain tasks, whether they are working at home, in their office or elsewhere, with whom they work most frequently and so on, the researcher sought to enhance the potential value of the record by offering respondents the opportunity to read her analysis of their activities and to discuss this if desired. Each respondent's record was, therefore, produced for discussion at interview in the form of comparative pie charts (Appendix 18).

8 of the research group opted to be involved in this activity. One withdrew entirely from the research and another failed to make a return of the record. Data therefore derives from 6 respondents. All but one chose to keep the record for 2 full weeks, thereby giving greater validity to the findings and allowing the researcher to present a weekly and a combined 14-day profile of their activities. (See Appendix 18)

5. Interview with the Course Team (Appendix 15)

A. Rationale

The purpose of interviewing a member of the ADEM team was to discuss in greater detail their intended outcomes for the course, as proposed earlier in 2 separate papers, written by members of that team (Glatter 1986, Preedy 1988). These expectations are then compared with the actual outcomes as determined by our research.

The above aims correspond to the 3 justifications of course evaluation, cited in the Introduction (page 18), and provide the framework for the interview.

B. Structure

The interview was structured and a copy of the schedule sent to the interviewee in advance, in order to allow him to prepare answers and to collect data where necessary. Although some of this information could have been gathered as written responses to a questionnaire, it was felt that discussion was required to probe adequately the issues dealt with in the latter part of the schedule.

Part I. O.U. Financial Arrangements

As groundwork for subsequent questions on accountability to sponsors and professional impartiality, the interview begins by seeking clarification on the relative sources of income received by the O.U.

Question 3 investigates the number of group schemes then operating, in anticipation of later questions concerning the university's potential range of impact.

Part II. Students and Courses

Course utilisation is the underlying theme of this section.

Question 4 asks for precise numbers of students enrolled for the ADEM in order to allow the research sample to be measured against comprehensive O.U. figures.

In question 5, the researcher's findings are compared with those of the I.E.T. 1985 survey. The student body is analysed according to gender, age, teaching phase, and current position, as a means to providing data on whom the course is attracting, and as an aid to future marketing of the ADEM.

Question 6 is looking for evidence of students' perseverance in pursuing the second part of the diploma, though it is recognised

that some students take Part A courses as free standing units or as part of a degree, with no intention of continuing on to EP851.

The uptake of each Part A course forms the subject of question 7. This information is designed to highlight students' perceptions of their training needs, and to provide evidence to the course team of course units' practical relevance.

Part III. Aims and Outcomes of EP851

Accountability is the essence of this section of the interview.

Questions 8 - 10 consider the relative importance of preparing individuals for their personal development as distinct from that of the institution.

The anticipated outcomes of course providers, as stated by Glatter (1986) and Preedy (1988), are compared with students' expectations. The findings of the 1985 survey are discussed against those of this research.

The team representative is asked to explain the choice of the 4 research project areas, and to comment upon the suggestion that the O.U. is directing students towards issues which the course developers have identified as being of importance (Questions 11 - 13). Again, evidence of course utilisation is presented, in an analysis of the topics and subject areas selected by students. The

suggestion is made that the course can, potentially, be used as a tool to implement sponsors' initiatives.

The theme of course improvement is raised, and developed overtly in question 14, which looks at changes already made or anticipated in the ADEM's aims, materials or approaches.

Question 15 concerns the outcomes of the ADEM, as discerned in the 1985 research, and moves to a discussion of the O.U.'s potential field of influence. The interviewee is asked to respond to the suggestion that the O.U., being able to reach a wide range of students, at relatively low cost (Glatter 1986), is an ideal tool for manipulation by its sponsors. This and the concluding questions deal with the team's perception of their accountability, and seeks to determine whether this is predominantly to the profession, or is subject to the demands of users (students) or of sponsors (central government).

C. Procedures

In order to fulfil the aim of providing evidence of course utilisation and to include suggestions from students for improvement, the interview was to be the final stage in the field work. By then, a first draft had been made of the analysis to date and some preliminary conclusions drawn, both of which were to be tested with the O.U. team representative.

The interview questions were despatched to the interviewee 8 weeks before the date of the interview, together with a statement on the researcher's aims for this interview, and a booklet of data compiled from the other field work. Cross-references to this data were indicated at the foot of relevant questions.

Due to personal circumstances on the part of the respondent, the interview was postponed twice. Eventually, after a third problem, written responses were sought as a substitute to the proposed discussion. While this prevented the researcher from probing issues as fully as she would have wished, she is most grateful to Dr T. Bush of the O.U. team for his time and interest in making this contribution.

SUMMARY

Period of the Research

The field work thus comprises 5 elements, conducted over a period of 2 years. This time span includes piloting of the instruments and implementation of their revised form with the research group.

Triangulation of the Instruments

Implementation of each instrument was sequenced in order to feed resulting data into first, interviews with respondents, second, the interview with the course team representative. This was designed

both to triangulate the data thereby validating it, and also to enable the researcher simultaneously to achieve her aim of rendering account to consumers and providers of the course (see Introduction, Section B). The sequence is shown in Figure 21.

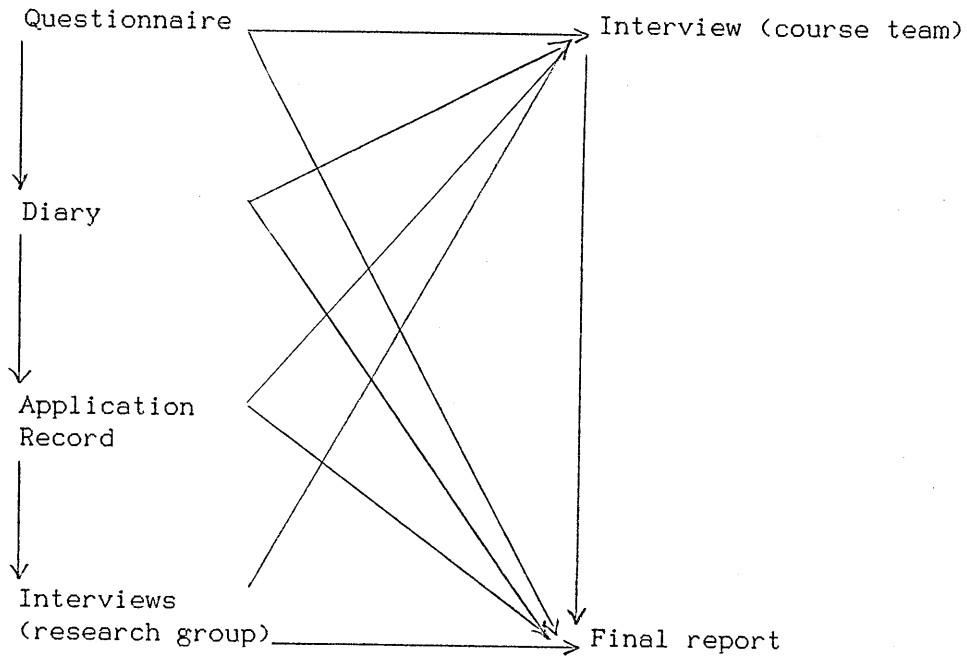


Figure 21. Triangulation of the Research Instruments

Limitations of the Research

Full details of the research group are given in Chapter IV, Analysis of the Data, and a breakdown of respondents according to their gender and roles is presented in Appendices 6 & 7.

Both the pilot study and the actual research have been affected by ADEM students' reluctance to participate in the study (30% and 50% of the respective local cohorts were willing to be involved), and by respondents withdrawing after committing themselves to the project. To illustrate this point, Figure 22 shows a comparison between the activities which members of the research group volunteered to take part in, and those which they actually completed.

ACTIVITY	OFFERED	ACTUALLY
	TO PARTICIPATE	PARTICIPATED
Questionnaire	14	10
Interview	8	5
Diary record	8	6
Application record	5	2

Figure 22. Respondents' Anticipated and Actual Participation in the Research

This problem is significant for the subject of our study, giving credence to the suggestion (Introduction page 6) that senior managers are currently overloaded in the wake of continuous initiatives from the government. The serious implication of this low response for the potential applicability of the project's findings is clear, and disappointment must be expressed that the research can do no more than indicate areas of possible importance.

Although this was not her original intention, and in order to maximise the work's potential to render account to the course team, and to increase its possible validity, the researcher has included, where appropriate, data derived from both the pilot and the research groups.⁽²⁾ A much larger study would be necessary in order to confirm any conclusions we draw, but this work might serve as a pilot to such quantitative research.

It might be inferred from the researcher's experience that part-time research of the present nature cannot hope to realise quantitative ideals, though it may open up avenues for others to explore. Within the boundaries it has set itself, the study hopes to provide illumination of some value in the field of education policy-making, by presenting a fragment of the experience of school managers in a period of unrelenting centrally-derived change. From this, suggestions for further research are proposed.

We now examine the findings of our field work.

Notes

1. Burnham salary scales 1-4 were replaced with incentive allowances A - E, School Teachers' Pay & Conditions Act 1987.
2. References to the Piloters are coded P1 to P4, those to members of the Research Group, R1 to R14.

PART IV ANALYSIS OF THE DATA

INTRODUCTION	272
--------------	-----

SECTION 1. THE RESEARCH GROUP

Selection	275
Age	279
Qualifications	280
Teaching Experience	282
Present School	283
Present Post	284
Summary	286

SECTION 2. WHY THE ADEM? 288

i. Career	289
Study as a Counterbalance to Professional and/or Personal Frustration	289
Preparation for when Professional and/or Personal Circumstances Change	293
The ADEM as a 'Different' Qualification	294
Access to Policy-Making	294
ii. Relevance to Present Role	295

iii. A Further Qualification	296
The Building and Evaluative Career Stages	296
Compensation for Professional Boredom	297
iv. Previous Study with the Open University	298
v. Distance Learning	300
vi. Chance	301
A Change of Course	302
Word of Mouth	302
Summary	302
 SECTION 3. EXPECTATIONS OF CAREER DEVELOPMENT	 304
 Career Plans	 304
Motivation for the ADEM	307
Career Development or Personal Effectiveness?	309
Greater Personal and/or Institutional Effectiveness	311
Stimulus for Undertaking Formal Management Training	312
 Summary	 314

A. PREPARATION FOR PROMOTION

Career Moves	316
Applications for Promoted Posts	320
Management Posts Applied For	322
Success of ADEM Students in Achieving Promotion	326
Students' Sense of Readiness for Promotion	326
Summary	329

B. INCREASED EFFECTIVENESS 330

Validating Evidence of Effectiveness	330
1. Present Role: Sources of Satisfaction and Dissatisfaction	332
Triangulating the Evidence	332
Comparison with Herzberg's Theory of Motivators/Dissatisfiers	334
Achievement	336
Growth	336
Responsibility	336
Recognition	336
2. Present Role: Responsibilities and Activities	339
Sources of Evidence	339
Nature of Activities and Responsibilities	340
Proportion of Time Spent on Activities	343

Hours worked per Week	343
Hours worked per Day	344
Time made for Family Commitments	345
Location	345
3. Indicators of Increased Effectiveness	346
Sources of Data	346
1. Personal Effectiveness	348
i. Increased Awareness	348
ii. Increased Confidence	351
iii. Recognition	352
iv. Application of Skills	354
Summary	358
2. Institutional Development	359
v. Impact of Projects	359
Summary	360
vi. Other Indicators of Impact	361
vii. Intangible Influence	365
Summary	366
SECTION 5. WHY STUDENTS PERSEVERED WITH THE ADEM	368
1. PART A COURSES	369
The Influence of Financial Aid	370
Pacing of Part A Courses	371

2. PART B PROJECTS	375
a. Which Topics	375
Preferred Subject Areas	376
Preferred Topics	377
Topics Attracting Little Interest	380
b. Reasons for Research Project Selection	381
1. Professional Relevance to the Individual	383
2. Personal Interest	384
3. Institutional Benefit	386
4. Feasibility: Access to Data Sources	390
5. Negative Options	391
Summary	394
3. ASPECTS OF MOST AND LEAST INTEREST IN THE ADEM	395
Areas of Interest and Usefulness	396
Examinations	396
Relevance of Courses to Responsibilities	398
Intellectual Demands of the Course	399
The Role of Tutors	400
O.U. Arrangements	402
Summary	404

4. THE NEED TO PERSEVERE	405
A. Causes of Stress	405
Time	407
Access	408
Conceptual Difficulties	409
Drive to Succeed	410
Reasons Suggested for Persevering	412
B. Absence of Stress	412
Intellectual Enjoyment	412
Personal Organisation	413
Prioritising	414
Summary	414

INTRODUCTION

The analysis of our findings responds to the researcher's 4 questions (Introduction pages 2-3), and is presented within the framework for course evaluation suggested by the National Development Centre for Management Training (Bristol) (see Introduction page 18). Accordingly, it begins with a description of the research group.

Section 1 recognises the need for evidence of course utilisation in order to render account to sponsors as well as to target future markets. The research group is compared with the pilot group and with that surveyed by the O.U. in their 1985 study. This comparison enables us to identify possible trends or variations with earlier cohorts, in terms of students' age, gender, qualifications, professional background and present situation. Assuming the sample to be typical of the wider body of ADEM students, suggestions are made for further research, and evidence is provided for future marketing strategies. The data derives essentially from the questionnaire (questions 1 - 11), supported by interview responses.

Section 2 addresses the first question posed by the researcher: Why students undertook the ADEM. This serves to furnish evidence of course utilisation and to shed light upon the outcomes anticipated

by students and course writers. Any mismatch detected indicates the need to reappraise the course content.

This data has been gathered from the questionnaire (Questions 15, 16, 17, 18, 19, 26) and the interview. The analysis relates the group's responses to the discussions of personal and institutional development (Part II1) and of accountability to sponsors (Part I).

Section 3 is concerned with the outcomes of the ADEM, as perceived by students. This addresses the third and fourth questions posed by the researcher: whether the course has led to career development and/or increased effectiveness (Introduction page 3). Once more, the NDC (Bristol)'s justifications of course evaluation (page 18 above) might be invoked.

The analysis first presents evidence collected from the questionnaire (Questions 14 and 27), from the application records, and interview, in response to the researcher's suggestion that the ADEM may be seen by students as a means to professional advancement. This discussion is placed in the professional context of the changes faced by school managers of the late 1980s and early 1990s, and in the personal context of individuals' career stage (see Parts I and II above).

There then follows a discussion of respondents' perceptions of their effectiveness as managers in their present institutions (Questionnaire, Question 25). The nature of their responsibilities

and activities is described through an analysis of their diaries, and their reactions to their present circumstances are deduced from their replies to questions 12 and 13, sources of satisfaction and dissatisfaction. Interview Section III provides examples of how respondents perceive the ADEM has led to institutional development and to a sense of increased personal effectiveness.

In Section 4 the researcher's second question, Why students persevered with their studies, is considered. Like question 1, this is concerned with their expectations of the course, and as such, data is of value to course planners. It is also a potential means of highlighting elements of the course which might be improved for future students.

We begin by reviewing which Part A courses students followed, which projects they chose for Part B, and their views on these components. The data derives from the questionnaire (Questions 20 - 24) and the interview. Against this background, we then address the issue of perseverance and consider the groups' responses as developed in Interview Section IV.

This discussion provides a microcosmic insight into the reality faced by senior managers in schools. Through the case studies, the implications for those charged with managing the introduction of numerous centrally-determined initiatives are illustrated, and the nature of senior management of schools in the 1990s revealed.

SECTION 1. THE RESEARCH GROUP

Although it is not the aim of this study to claim statistical evidence of trends within the O.U. student body, the Research Group is described fully, and compared with those of earlier researchers in the field. The size of our sample precludes any generalisations from being made, but our findings lead to suggestions which might be tested by further research into the data available through student records.

Selection

The research group was selected according to the procedures described for the Pilot Group (Part III page 230). It was an opportunity sample chosen from those students registered for the ADEM in the Greater London area, for the year 1988-9.

Of the 34 such students, 17 (50%) responded to the researcher's approach, made via the O.U. registrar, to take part in the project. This compares with a 30% response rate from students eligible to participate in the pilot study, and a 77% response in the O.U.'s own survey of 1985 (see page 207 above).

The balance of men to women was 9:8, whereas for potential pilots it was 3:6. Although this figure cannot claim to reveal the national balance for ADEM students, it does suggest that the number of women taking the course has, as anticipated by Glatter (1986) increased

from the 25% of students then enrolled. The percentage of women compares favourably with that of women attending management training in Jayne's survey of secondary staff (ILEA 1980) when men outnumbered women by 61% to 39%.

Whilst candidates for the pilot group consisted of deputy heads, senior teachers and heads of department, it was possible to select the research group from the full range of senior and middle managers, as well as from those seconded to other posts. Figure 23 shows a comparison by gender and position of those who volunteered for the project. Whereas in the O.U.'s study 25% of course participants were heads or deputy heads, 35% of the present volunteers occupied such positions. This may indicate a growing awareness among senior managers of a need for formal management training.

Position	Number of volunteers	
	Male	Female
Head	1	1
Deputy Head	2	2
Senior Teacher	1	3
Head of Department	1	0
Head of Year	1	1
Other	3	1
	<hr/> 9	<hr/> 8

Figure 23. Students Willing to Participate in the Project

It may not, however, be a new trend in the London area. Jayne's research of 1980 found those attending management training to be Heads (22%), Deputies (35%), Senior Teachers (35%) and others (3%).

That predominance of senior staff must, however, be seen in the context of the intended field, and of over-subscription of courses, which may have prevented other post-holders from being included on courses.

In accordance with the aim of balancing respondents in regard to gender, teaching phase, and current level of responsibility, a research group of 14 was selected from these volunteers, representing 41% of the local cohort. (See Figure 24 and Appendix 7)

Position	Gender of Respondents	
	Male	Female
Head	1	1
Deputy Head	2	2
Senior Teacher	1	3
Head of Department	1	0
Head of Year	1	1
Other	1	0

Figure 24. Students Selected for the Research Group

In the I.E.T.'s 1985 work, over 50% of respondents were from the secondary sector, 21% from middle schools, 18% from primaries, 10% in F.E., and the remainder occupied other posts. The proportions among our group are different, notably for the higher number of teachers on secondment eg. to TVEI, or advisory posts. This increase should not be surprising, given the extent of initiatives schools have had to respond to and an attendant need for external support.

If we combine primary and junior posts, an increase in the number of teachers from these sectors is apparent, and middle schools are not

represented at all (Figure 25). These figures reflect a growing need for primary school managers to acquire the skills more traditionally associated with their secondary colleagues. The absence of students from middle schools is equally predictable as the National Curriculum has made the transition at 11 a more natural break in schooling than at age 13, thereby leading to the dissolution of Middle Schools in some authorities.

Position	Phase					
	Male			Female		
	P	J	S	P	J	S
Head		x		x		
Deputy Head		x	x			xx
Senior Teacher			x	x		xx
Head of Department			x			
Head of Year			x			
Other			x			x
	<hr/>			<hr/>		
		2	5		2	5

Figure 25. Phase in which Volunteers Teach

2 of the selected 14 respondents withdrew from the project at an early stage, one because she had moved from the area, the other because he took up an advisory post and felt it inappropriate to be involved in the research. A further 2 respondents received the research instruments but failed to return them, despite reminders, and were therefore deemed to have withdrawn. Data thus derives in the main from 10 respondents, though some questions were not answered by all.

Age

The research group was aged between 31 and 45, half being around the upper age (Figure 26).

Age	Men	Women
31 - 35	1	0
36 - 40	2	2
41 - 45	2	3
	—	—
	5	5

Figure 26. Ages of the Research Group

This might be compared with the I.E.T. 1985 findings (see page 207), when ⅔ of the cohort were aged 35 - 44, and 17% were over 45. Our group would confirm that teachers are undertaking the ADEM predominantly around mid-career. This is consistent with professionals who are at the building or evaluative stage of their career (Broussine & Guerier 1983. See page 134 above).

There would appear to have been a change in the age at which such professional training is undertaken since Jayne's (1980) research (page 171 above). At that time and in the London area, 48% of her sample (N = 633) were between the ages of 31 and 45. The current sample indicates that students are older. It is suggested that, as the opportunity for career advancement has reduced with the contraction of the profession, there is a trend to seek training at

a later stage, either for self-fulfilment or as a means to promotion at a more advanced age than was possible in previous years.

Motivation for students' studies cannot therefore be attributed solely to a desire to prepare themselves for career advancement. The question must be asked whether this is, rather, a means of professional satisfaction in a period of restricted progression up the promotional ladder.

Qualifications

8 respondents were graduates, 4 of the O.U., the remaining 2 being teacher trained for the junior or infant phase. 3 respondents held second degrees, and one a PhD. These figures are in keeping with the proportions of newly qualified heads who had upgraded their qualifications or taken second degrees in the research conducted by Earley and Weindling (1988). The large proportion who had continued to study with the O.U. after gaining a first qualification with the university indicates that the O.U. has a deep-seated appeal. Responses to the questionnaire show this to be attributable to the convenience of distance learning and to the possibility of building upon qualifications already gained. Both of these factors are in keeping with the ACSST recommendations of 1978 (see Part II2 above).

All but one in the present study had undertaken training for the profession (Cert. Ed. or PCGE) (Figure 27), the exception being one

of the older respondents, a woman scientist who had returned to teaching after a career break.

Sector	Number
Infant	2
Junior	2
Secondary	5
No training	1
	—
	10

Figure 27. Professional Training

Subjects for which the secondary teachers were trained range across the Arts and Sciences, to include English and Drama, R.E., History, Craft and Technology, P.E., Art, Physics and Chemistry.

Comparison might be drawn with Jayne's (1980) findings (Part II2 above) that heads, deputies and senior teachers shared the same proportion of specialisms, namely 23% English, 16% History, 16% Science, 11% Geography, 11% Languages. The same bias was found by Earley & Weindling (1988). In their sample of 188 new and 228 'old' Heads, 24% and 21% respectively were English specialists, 38% and 38% Humanities, 25% and 23% Scientists. These figures are given in the context of the overall distribution of subject specialisms: 11% English, 18% Humanities, 15% Science. Whilst three of the subjects represent the largest subject specialist groups, English is fourth in the league, superseded by aesthetic/craft subjects (21%), only 3% of which areas are represented among the new and old heads.

The present sample shows there to be a similar trend. Of the 6 secondary teachers, 3 were scientists, 1 an historian, 1 an English specialist.

Teaching Experience

Members of the group had each taught for between 12 and 19 years, with an average of 17 years experience. They had held from 4 to 10 positions (average 6) during this period, spending from 1 term to 8 years in post.

All those in the secondary sector had experience of both single-sex and co-educational schools.

4 teachers had held acting posts as head or deputy head. 2 women and 1 man had spent time in mid-career as supply staff. This 'marking-time' is clearly related to family circumstances, in the case of the women, for confinement and child-rearing, in that of the man, for care of elderly parents.

The group can be described as being at the evaluative or building stage of their careers, when questions of future professional direction are raised (see page 134 above).

Present School

As stated above, the sample was chosen to give a balance of men and women within each phase. All but 1 were employed within the state sector, though 2 were seconded as Advisory Teachers. The exception was teaching in a 5-18 independent school. Significantly, this was the one teacher who had not received any formal professional training, suggesting that this may be considered of less relevance when appointing in the independent sector, her subject expertise being evident from her degree qualification.

Respondents identified their present (or, in the case of the Advisory Teachers, last) schools predominantly as urban (Figure 28).

It should be noted, for the purposes of this project, that no teachers from a rural environment are amongst our sample. This restricts the applicability of our findings regarding the potential market for the ADEM.

urban	7	(1)
suburban	3	(4)
rural	0	(0)
<hr/>		
	10	5

Figure 28. Location of Schools: Research (Pilot) Groups

Primary schools represented ranged from 200 to 360 pupils. Secondary rolls were from 650 to 1150. There was no perceptible difference in school size according to location, nor did this factor present any pattern in the current background of teachers undertaking the ADEM.

Present Post

Respondents were selected in order to include as wide a range of senior and middle managers as possible (see above, Figure 25). The inclusion of only teachers in management posts was a deliberate decision, intended to allow focus upon question (c) (Introduction page 3), career advancement. As the emphasis on job satisfaction increased, the researcher recognised the probable limitations imposed by this exclusion of more junior teachers. However, the field of volunteers from which respondents were drawn included no teacher below a scale 4 (I/A D). This suggests that the ADEM attracts only those teachers who have reached middle management or more senior positions. Again, this hypothesis could be tested by research into student data held by the O.U.

Respondents had taught in their schools from between 2 months and 6 years, service averaging 2.3 years. Time in their present post similarly ranged from 2 months to 6 years, but averaged 1.6 years.

4 respondents had held other posts within their schools, as described in Figure 29.

RESPONDENT GRADE/SCALE

R4	3	4	4*	
R8	3	4	E	DH
R12	1	2	3/C	
R14	2	B*	C	

Figure 29. Posts held within present school

Whilst respondents R8 and R12 had thereby moved up the promotional ladder, R4 and R14 had been affected by the restructuring of teachers' grades* (School Teachers' Pay and Conditions, 1987) which led to loss of status for many holders of scale 2 posts and some scale 4s.

3 of these 4 teachers (R12, 4, 14) had held coordinator roles eg. for TVEI, or Records of Achievement. The theory might be tested through further research that the introduction of the new pay structure (1987) was accompanied by an expansion in such cross-curricular responsibilities. This both justified the protected salary, and offered post-holders a sideways career move and hence a sense of professional worth. Whether the growth of such posts was intended primarily to allow increased flexibility in career patterns, whether it matched new needs for the management of schools, or whether it was a managerial justification for protected salaries could be investigated. This might be studied through reference to LEA personnel data.

Summary

The composition of the groups would therefore suggest that the nature of the student body for the ADEM has changed since the IET study. The course attracts almost equal numbers of men and women, indicating that we may expect to see an increase in the proportion of senior women managers in our schools.

The course is appealing to managers who are in the building and evaluative stages of their careers. Some are seeking a professional management qualification, often in addition to having a second degree in their subject specialism, as a career move. This is consistent with teachers in the building stage of their careers (Broussine & Guerier 1983). Others are undertaking the course for its intrinsic value. The trend is therefore for the UK teaching body to become better qualified. Senior managers are not only leading professionals in their field, but are augmenting this expertise with formal management training.

Students are drawn from all phases. While predominantly from the secondary sector, an increase in those teaching in infant and junior schools has been noted. This suggests that management in the junior phase can, like that of secondary schools, no longer rely solely upon the skills acquired as classroom teachers. Once again, O.U. registration data might verify this suggestion.

Secondary specialisms remain consistent with those of earlier researchers eg. Jayne 1980, Earley & Weindling 1988. Our data indicates that few senior managers are drawn from performing or creative arts backgrounds. Research might be conducted into the reasons for this.

The ADEM is being undertaken when teachers have been in post for an average of 1.6 years, at which point they may be feeling sufficiently confident in their role to contemplate taking on study. Alternatively, the desire to study could be indicative of teachers' need for extension and greater self-fulfilment as they become experienced in a post. They may also be looking ahead to their future needs. The course is seen as appropriate to their professional developmental needs and the study demands are manageable alongside their school and personal responsibilities. The ADEM is therefore meeting the esteem and self-actualisation needs (Maslow 1954) both of teachers who are aspiring to promotion and of those whose career has reached a plateau.

Having considered the composition of the group from whom evidence has been gathered, we turn now to the four questions investigated by the research.

SECTION 2. WHY THE ADEM

In order to address the first question posed by the research, the questionnaire question 18 asked "How did you come to select EP851 as an appropriate course for you to undertake?" Responses give an explanation both of respondents' expectations of the ADEM and of the sources of their introduction to the course. Typical answers are:

- It 'seemed a useful theoretical background to my present post' (R4)
- It was preparation 'before disappearing under a deluge of National Curriculum demands' (R5)
- 'I wanted a place in decision and policy making structure of schooling' (P1)
- It was a 'logical consequence .. in order to enhance my status and knowledge in educational management and administration' (P4)
- It 'looked the most interesting and flexible regarding time' (P5)
- 'I got hooked after doing E323' (P2)
- Having done a BA, 'I felt that it would be worthwhile completing the advanced diploma' (R9)
- Saw it in an O.U. prospectus (R4)
- 'I had just discovered an ambition to progress in teaching' (R11)

Interview Section I developed these replies and confirmed that reasons could be grouped according to 6 focuses:

- i. Career
- ii. Relevance to present role
- iii. Further qualification
- iv. Having had previous experience of study with the O.U.
- v. Distance learning methods
- vi. Chance

i. Career

Study as a counterbalance to professional and/or personal frustration

Respondents clearly saw their studies as part of a career plan. This is associated for some with their personal circumstances. Thus P4 recognised that his career plan had had to be modified by family circumstances: caring for elderly and sick relatives had resulted in his being 'too old' when promotion became a possibility in his personal life.

"I wanted to get to Head of Science and when I got to Head of Science I wanted to move on to deputy headship. My career plan got very much modified because of family circumstances, mainly down to the fact that my wife's parents were very ill. They lived locally and we felt it necessary that we ought to live in the environment and look after them. And I was reasonably happy to do that. I had a lot on - by that time I was doing examination work as well and I was quite happy to maintain the situation, plus the fact that the children were growing up and it seemed wrong to move them around in order to further my career. So, I felt that once the situation stabilised itself - and it took a lot longer to stabilise than I expected, both in-laws lived longer than they were expected to live, because they were both terminally ill - so it took probably the last 5 years or so of that period when I was at school in, was taken up with concern for them. I should have really been moving after about when I was in my 30s. But simply because of that, I delayed it. Of course, by the time I did come to move, was able to move, which was more to the point, because I found it very difficult to move on, having spent 12 years at the school, you know, I was sort of getting to the wrong age to move on. In a sense, I moved slightly side-ways into another school where I was still, here, Head of Science and Technology but also I had a senior management role as Senior Teacher, which was Senior Teacher (Administration), and then eventually I became purely Senior Teacher within the school. Became part of the senior management structure, and a Head of Science was appointed in the school at a lower status." (P4)

There was, therefore, a clash between personal and professional desires, which later resulted in conflict between personal and organisational aims. This can be envisaged as falling within sector (b) (Figure 30), of Broussine and Guerier's model (1983).

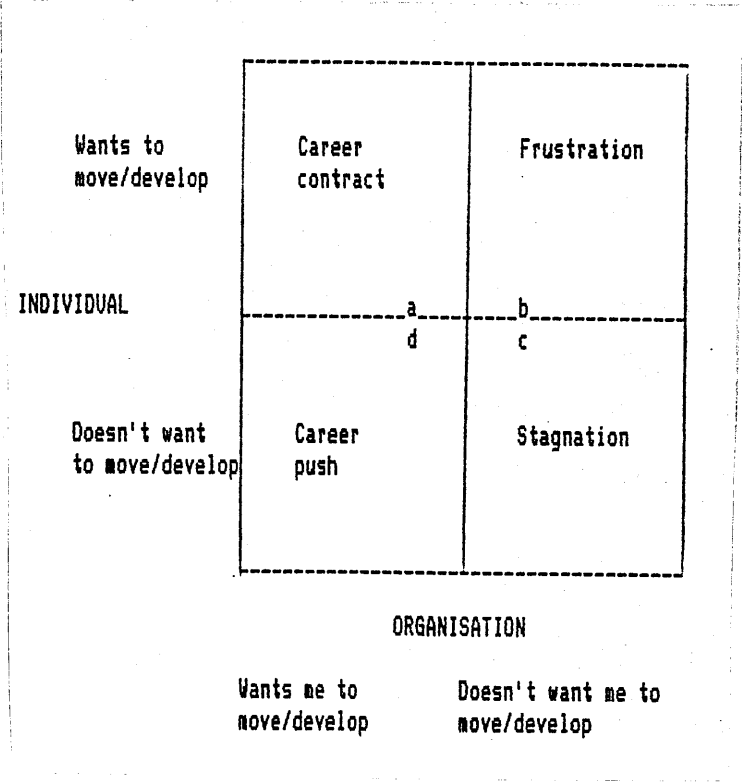


Figure 30. Mismatch between Personal & Organisational Need

Frustration results from such divergence of individual and organisational aspirations. P4 saw the ADEM as a potential means to overcoming the ill effects upon his career prospects of his having a sense of moral responsibility towards his family.

"I started on the course because I wanted to improve myself and I wanted to have something to show, you know, I wanted to be able to show something which I'd done obviously for advancement in career terms." (P4)

Political changes were also affecting his chances of promotion, as local and central policies conflicted, culminating in reduced resources and school closures in a rate-capped borough. He sums up the situation with these words:

"There is an air of despondency and depression amongst the staff. They feel they've been badly treated by the Authority. Our school is the only one of the schools that are closing which is, in fact, closing full stop and not being amalgamated with other schools. Their stance is, they've been singled out for some reason and there is not the will to do anything. ... You're going to be fighting to maintain your status. And you being in a backwater in many ways, because you've allowed yourself to stay here. ... People feel, especially if they're not very senior staff, they know they're going to have a job given them in the borough, they're not bothered, provided they have reasonable status. It's only in fact the people at the top who are obviously concerned about jobs." (P4)

The extent to which P4's expectations of the ADEM are fulfilled in terms of career advancement is discussed in Section 3, page 304.

R11, like P4, had reached a stage in her personal situation where career plans were able to take precedence over her family commitments. Aware of the "extra energy you're given when the

children are off your hands", she had suddenly discovered an ambition to progress in teaching, which had previously taken second place to her family's needs.

"I'd always promised myself that some day I would do an educational course because I didn't actually do a cert. ed. or anything, and I went straight into teaching. I did 4 years full time before I started to have a family - and this sounded as if it was the ideal thing really, because it, I mean a PGCE would have been no good to me at that stage, because I'd been teaching for several years, albeit many of them part-time ... And this seemed to be the ideal thing. It combined areas of management, which I was beginning to enjoy." (R11)

The ADEM was seen as a means to this end.

Two respondents (P1 and R9) were similarly hoping for promotion but were using their O.U. studies as a means to sustaining their morale while simultaneously acquiring preparation for senior management. In the case of P1, ring-fencing of posts during an amalgamation precluded her applying for those to which she aspired. She was unable to look beyond the locality due to family commitments.

"In terms of my own personal career development, there were mistakes. In terms of my personal knowledge and my personal life, I mean that was all gaining experience. I wouldn't say.. I wouldn't regret that. But in terms of my personal career plans, I wasn't aware of the damage it was doing." (P1)

Personal and professional issues were thus conflicting to create a sense of frustration.

R9 was, at the time of commencing his studies and completing the questionnaire, also in a situation where school closure was pending. For him, the course was a means "of keeping me in touch with the skills I would need" for the promotion he was soon to gain. The Part A courses "seemed fairly relevant to what I wanted to do." The ADEM was, therefore, a source of self-fulfilment against career frustration. (See Figure 30 page 290)

Preparation for when Professional and/or Personal Circumstances change

The situation of both P1 and R9 may also be located in sector (b) of Broussine and Guerier's model (Figure 30). While, within the period of the research, only one of these teachers (R9) achieved the sought-after career development, it is significant that both experienced professional stimulation and satisfaction as a result of their studies. Despite the pressures imposed by the course, P1 was encouraged by the hope of future advancement, feeling that

"It's not what I want to do necessarily, but it's my career plan and I know I have to stick to it because ultimately, whatever I enjoy doing between half past ten and a quarter to twelve in the morning is not enough... it's not satisfied by just the classroom." (P1)

Respondents R11 and P1 made a distinction between what they would like to do and what they needed to do, recognising though that the two may coincide (P1). To this duality can be added P1's acknowledgement of there being an immediate personal benefit as well as a longer term career motive behind her studying for the ADEM: it

was "appropriate both for my learning and career". She here makes explicit the sense of heightened effectiveness engendered by the course: "I want to do better."

The ADEM as a 'Different' Qualification

There is a growing awareness, in an increasingly graduate profession, of the need to offer further qualifications in order to be ahead in the stakes. As noted above (page 280), 8 of our respondents were graduates, and 3 had second degrees. P1 voices the views of others when she suggests "I thought that (the ADEM) would look different, it would look better on application forms". R12, however, adds that "of course, it all falls down when everyone gets it."

Access to Policy-Making

R10 stands alone in seeing the qualification as a means to a career move into policy-making beyond the school level.

"I always knew what I wanted to do up to now. I want to get where the power is and the power is clearly with the inspectorate, whether it be the local inspectorate or the HMI. And that way I can make changes." (R10)

Nevertheless, he, too, is experiencing professional frustration:

"My next step is another headship, which I'm working on. I've been pushed into it by these amalgamations. I am actually now looking out and applying for a second headship." (R10)

ii. Relevance to Present Role

Whereas a number of respondents retrospectively found the course to have relevance to their current role, R12 undertook the ADEM precisely because she saw it as filling a gap:

"I needed to understand the nature of management as it is now, because of the role I have.... whilst my practice was good, I didn't have the underpinning knowledge."
(R12)

She was the one respondent in either group to have decided definitely not to seek promotion - this despite encouragement from senior colleagues to do so.

"I'm pushed by people to do that because they've seen that that's a job I could do, but I actually enjoy being with the children. So, selfishly, I would rather stay as a class teacher. I can see that I could do the job, but that's not what I choose to do." (R12)

To some extent, R12 is located in Broussine and Guerier's sector (d) (Figure 30), where there is potential conflict between the organisation's desire for the individual to develop and the individual's reluctance to do so. While not desiring career progression, R12 nevertheless felt that her role as INSET coordinator required management training, which she had not been able to acquire through practice, even when acting head of an infants' school. Both institutional and personal benefit, therefore, were derived from her studies, in spite of her decision not to progress within the profession. Conflict was thereby avoided, self-

actualisation needs being satisfied (Maslow 1954) and greater effectiveness deriving from her studies.

R12's career had, like those already discussed, been affected by family circumstances, but whereas for some the factor was a brake on development, R12 had been pushed into a profession when she would have preferred to study.

"I'd intended getting myself some ... a degree of some sort, and was going to do that when the children were at school. But my husband, who's a PhD., lost his job because they found two research assistants were cheaper than one PhD. So, I had to go to work. One of us had to go to work and it was me. I had to go and I didn't get that year to go to polytech. or wherever I was going to go." (R12)

In common with earlier respondents, R12 falls back upon study as a means to self-fulfilment, acknowledging of a previous course that it was essential "for my brain if nothing else".

iii. A Further Qualification

The Building and Evaluative Career Stages

All respondents in this sub-group are consistent with people in the evaluative and building stages of their careers (Broussine and Guerier 1983, and Figure 30 page 290). It would not be accurate to say that they were all 'thrusting' in their desire to get on. They would, however, conform to Broussine and Guerier's description of competitiveness.

The expectation of holding another qualification is linked to these respondents' personal circumstances, as indicated in (i) (page 289 above). For them, the satisfaction of acquiring qualifications denied them in earlier years was the motivator, though this is accompanied in most cases by a change in career direction.

R11 is typical of the group: having gone straight from university into married life and soon after that into the role of mother, she had only discovered a professional ambition in recent years.

"I got married very early on, the week after I graduated, in fact. And we obviously did plan to have a family, therefore my career plans as such were just non-existent. And while the children were young, I did a lot of part-time working. And it wasn't until I went back to, well really full-time working, that I began to think about teaching as a career rather than as a very interesting pastime." (R11)

She admits that the course has also added to her credentials,

"It's also given me a paper qualification, which is another reason for doing it." (R11)

Compensation for Professional Boredom

For three respondents (R10, R13, P1) there was an intrinsic satisfaction in studying, which compensated for the feeling of being under-stretched in their professional lives. R13 experienced "boredom with constant classroom teaching" and recognised that the ADEM "encouraged me to develop my mind in areas outside of the classroom". R10 noted

"I hadn't done anything for about 6 years since I got my master's degree and I thought, oh hell, go on, stretch the brain again." (R10)

For him, the sheer intellectual stimulation sufficed:

"I found it fascinating. I didn't need to be motivated."

These teachers are clearly displaying characteristics consistent with Maslow's model of esteem/ego or self-actualisation needs (Maslow 1954). Failing to derive adequate self-fulfilment from their formal roles, they are compensating for this lack by seeking intellectual challenge elsewhere.

iv. Previous Study Experience with the O.U.

For a number of respondents, their involvement in the ADEM was a direct result of previous studies with the O.U.:

"It wasn't a calculated move. I just did the one (course) and it followed on"

remarks R12. In this instance, the course was not a positive choice.

In the case of some respondents (R5, R9, R14), it was a matter of continuing previous studies, extending qualifications gained either for a B.A. or in discrete areas:

"After completing E323 and E222 as part of an undergraduate course, I felt it would be worthwhile completing the Advanced Diploma." (R9)

This drifting was typical of R9's serendipitous career as a perpetual student.

"The BSc. I did first of all... I went into industry, then did the PhD. Actually, I decided on an M. Phil. while I was working for the Gas Board, and then I changed jobs and in the middle, my supervisor felt that I could actually enter what I'd done for the M. Phil. for a PhD. with a bit of modification. So, I sort of stumbled into the PhD. And I took up teaching towards the end of that because I did that part-time. I went in through the ILEA science induction course. Basically, I didn't think I was getting anywhere and I was quite interested in learning, in psychology, and all that sort of areas, and that's how I drifted into, went into, teaching." (R9)

Meanwhile, R5, a graduate of the O.U., felt

"I had already completed Part I of the diploma and wished to complete Part II before disappearing under a deluge of National Curriculum demands" (R5)

therefore completed both parts of the ADEM.

In contrast to him, R8 was aiming at an M.A. and had to work through the ADEM first:

"I wanted originally to take an M.A. and I had to take the ADEM first." (R8)

Similarly, R14 had taken Part A as the final component of a B.A., and noted that Part B allowed 1 credit towards an M.A., thereby leaving open her options for continued study.

Motivation was, for these students and for those in (iii) page 296 above, derived primarily from an enjoyment of learning. Though

tinged by a sense of the potential value the further qualification might have, the immediate value of the course lay in the pleasure of study.

v. Distance Learning

The flexibility of study offered by the O.U. was important in several instances. R5 comments

"I was looking to undertake some further training but had to undertake this as a part-time course. EP851 looked the most interesting and flexible regarding time." (R5)

Two of the women respondents allude to conflict between study and family commitments. Although no longer relevant to her, R12 concedes that the form of study did help when her family was younger.

"That certainly did suit when the children were younger. There's no reason now, because I could get out quite easily in the evenings to do that without hassle.... It means you can work when you want, plan it round holidays. I can take 2 or 3 days because, you see, my husband has the same holidays. I can say, right, I'm going to have 2 days working and then we'll do something else for the rest of the week." (R12)

R11 elaborates on the convenience of distance learning

"everything else seemed to be just that little bit too difficult. You had to travel somewhere or you had to take time off and do it." (R11)

Virtually all respondents made some reference to the erratic attention they were able to give to their studies, these being

punctuated by periods of high school activity in the course of the year.

"I went weeks and weeks at the end of terms just not doing anything simply because I was so busy at work, and I just couldn't find time to do it. So, I used to have to catch up a lot in the holidays." (R11)

R10 is the exception to this sporadic study. Like others, he planned and prioritised his work, but, a disciplined academic, he lightly dismissed the O.U.'s recommended allocation of time as

"this rubbish about 10 hours per week! ... I didn't have any problem with the time because I just plan things. You've got a TMA, it's got to be in, you just do it. You set aside the time to do it." (R10)

He enjoyed the freedom of O.U. study, but did not feel it made onerous demands upon him.

vi. Chance

A Change of Course

Finally, there were some students who had come upon the ADEM by sheer chance. This was, in one case, related to a sense of not knowing where his career was heading. For R10, though, there had been a definite intention to develop his professional qualifications, but the ADEM was not the original means to that. Having enrolled for a course in curriculum development, it was only when he received the materials that he realised the course was inappropriate to his

needs, as a Middle School manager. A sense of moral accountability towards his authority, who were sponsoring him, led him to seek another course and the ADEM was substituted.

"I originally applied for an advanced diploma in curriculum development. When I was accepted on the course and when the papers all came through, it turned out that it was based entirely at secondary level. It was almost no relevance at all. ... had already agreed to finance the course, so I didn't know what to do. And then I talked to some of my colleagues who had a block booking for tutors in ..., and they said the management course is very good. I thought, well, I'll go for that one. I saw some of the documents and things they were using, and some of the courses that were involved. They were quite interesting." (R10)

Word of Mouth

Like others, this respondent was guided by a recommendation from a colleague. A significant number of the two groups (P1, P2, P4, R5, R6, R8, R9, R10, R11, R12, R14) had found their way into the course purely by word of mouth, either from a colleague or in the course of earlier studies with the O.U. We return to this point in our Conclusion.

Summary

The reasons for students undertaking the ADEM thus range from expectations of it enhancing their promotion opportunities, through the aim of improving effectiveness in new roles, to the sheer intellectual enjoyment of study for its own sake.

It seems clear that the ADEM is meeting a self-fulfilment need among teachers who feel their career lacking, whether through personal circumstances or as a result of political factors. The evidence presented indicates that it can redress the frustration felt by teachers when organisational and personal needs diverge (Broussine and Guerier 1983), meeting their higher needs as exemplified in Maslow's motivational theory (1954).

While there is some desire for the diploma to give teachers an advantage on the career ladder, the findings do not prove this to be a prime expectation of the course. The researcher's original assumption that career development was the main stimulus to undertaking the ADEM has therefore been found to be misguided. In keeping with the awareness she was to come to realise within her own experience, the course offers students more immediate rewards in the form of achievement, competence and growth.

PART 3. EXPECTATIONS OF CAREER DEVELOPMENT

The implicit assumption behind the project's third question, that career development was an expectation of the course (Introduction page 3), is partially borne out by the evidence of the research groups considered above.

Career Plans

In order to test specifically whether the ADEM was envisaged as a means to career progression, question 18 and interview discussion were triangulated with Question 26, which asks whether respondents have always had / have never had / have acquired, a clear perception of their career development, and with Question 19, what their specific reasons for undertaking the ADEM were.

Of the research group, 3 had always had a career plan, 2 never, 3 had acquired one, 1 was unsure, and 1 failed to respond to the question. This compares with the pilot group, 3 of whom had always had a career plan, the fourth having acquired one through her studies with the O.U. (Figure 31)

The small number of the samples does not permit any generalisations to be drawn on the career planning of teachers. The explanations given by those of the groups who have acquired a plan are, however, of interest to this study, since they indicate a direct link between plans and the ADEM. In some cases this is a consequence of the

course, in others, it is instrumental in the selection of the ADEM as a means to realising ambitions.

Career plan	Research Group	Pilot Group
Always had	3	3
Never had	2	0
Acquired	3	1
Uncertain	2	0
	—	—
	10	4

Figure 31. Career Plans

For P1, the need to structure her career came during Part A:

"I think I probably acquired it (a plan) when I looked at E323 and thought, just a minute! I haven't got this personal career plan." (P1)

Likewise, although R10 had had a plan since he started teaching, he acknowledged

"it's formulated very much over the last 2 years" (R10)

that is, coinciding with his O.U. studies.

For R11, the decision to study for the ADEM was consequent to her development of a career plan. The course was seen, therefore, as a means to promotion.

"I felt it was time to undertake a course of professional development - especially as I had just discovered an ambition to progress in teaching." (R11)

Those respondents who claimed they already had a career plan prior to starting the ADEM were those wishing to advance up the career ladder. It was apparent that this course was part of a structured approach to their professional development, and respondents had the expectation of its practical value.

R8, who had been teaching 14 years, had moved quickly from assistant teacher of P.E., to Head of Department, Head of Year and Senior Teacher (TVEI Coordinator). Latterly, she had spent a term as acting Deputy Head. Her history of professional development reflects having a definite senior management goal: previous courses include Team Building, New Innovations - Staff Development, and LMS, all of which she felt to have had a practical usefulness. It was only during Part B of the ADEM that she had felt adequately prepared to apply for deputy headships, however. The value of the ADEM for similar teachers who have reached promotion early in their career, and who therefore have less practical experience, might, then, be advanced.

The career of R5 had also taken her quickly from a scale 1 to a scale 3 post in two years. There followed a period of 8 years before she became deputy head of a junior school. After a further 2 years, she was acting head for a term. She became head of another school 6 years later. In the course of her early rapid progression, R5 developed a career plan and undertook two DES courses, Preparation for Headship, and Management for Deputy Heads, before beginning the ADEM. It was during Part A of the diploma course that she felt confident to apply for headships, again suggesting the security

provided by the course to teachers whose careers have been relatively short.

Whilst R14 had always had a career plan, her professional advancement had been interrupted by maternity and child-rearing breaks. Within 6 years of returning to teaching full-time, she moved from a scale 1 to I/A 'D' Advisory Teacher post. As an Advisory Teacher, she was, at the time of the research, involved in the design and delivery of management courses. She attributed her promotion to experience of the ADEM, during Part A of which she had applied for and been appointed to the post.

These examples suggest that the ADEM has been instrumental both in the development of a career plan, and in the realisation of ambitions.

Motivation for the ADEM

Question 19 requires respondents to rank on a scale descending from 5, the importance to them of the 5 factors described by Bolam's spectrum (Part II1, page 137):

Group	Individual	Career	Professional	Personal
Performance		Development	Knowledge	

In the event, some respondents ranked each factor individually,,

hence total scores for each criterion vary. The results for the 2 research groups are displayed in Figure 32. (See also Appendix 20).

	Group Perf.	Individual Perf.	Career Dev.	Professional Knowledge	Personal Knowledge
RG total	24	30	27	35	31
mean	3.0	3.75	3.4	4.4	3.9
PG total	9	10	17	15	13
mean	2.25	2.5	4.25	3.75	3.35

Figure 32. Why the ADEM?

This data permits us, firstly, to check respondents' consistency. Replies to questions 19 and 26 do, in general, tally. For example, R12, who rates factors respectively as 2/3/1/4/5, does not intend to seek promotion but was aware of a deficiency in the skills she was bringing to her job. It is therefore consistent for her to score professional knowledge 4, and to give the lowest score to career development.

R10 did have a career plan and ambition but he was totally absorbed by the ADEM on a personal level, whilst applying the skills acquired to his everyday situation. For him, each criterion is given equal weight (5/5/5/5/5). This is in keeping with the dynamism and enthusiasm he conveys.

Career Development or Personal Effectiveness?

The second purpose of this data is to provide evidence regarding the relative importance of personal and professional reasons for respondents undertaking management training.

There is a clear difference here between the motivation of the 2 groups. Whereas the pilots were primarily concerned with their career development (mean score: 4.25 on the above test) this issue was ranked fourth by the research group (mean: 3.37).

In terms of Bolam's (1984) discussion of staff development and INSET (Figure 11, page 137), the pilot group was essentially looking for individual professional development. We have noted above (page 305) that 3 of the 4 pilots had always had a career plan. It is not surprising to find career development and professional knowledge to be their two most important expectations of the ADEM.

The research group studied a year later, whilst also prioritising professional knowledge, saw personal knowledge as more important than did the pilot group. They rated individual performance almost as highly, and considerably more than the pilot group. Conversely, the importance of career development has reduced greatly. Whilst group performance is still the least important expectation, it has nevertheless gained in significance for the research group.

It is not possible categorically to attribute this change in emphasis to a swing in professional concerns. Our figures, being based on a small sample, might reflect nothing more than the personal views of a few unrepresentative teachers. It is suggested however that this is a question worthy of further research, and that a change may be in progress, moving expectations away from point 3 on Bolam's spectrum (Figure 11 page 137). While this would indicate a swing towards points 4 and 5, professional and personal knowledge, there is a simultaneous move towards point 2, individual performance. This would suggest that both institutional and individual development are increased, each mutually supporting the other as teachers' needs for recognition and self-actualisation (see Maslow, 1954) make them more effective managers, and hence their schools more effective institutions. Increased importance is thereby given to institutional need (Figure 33).

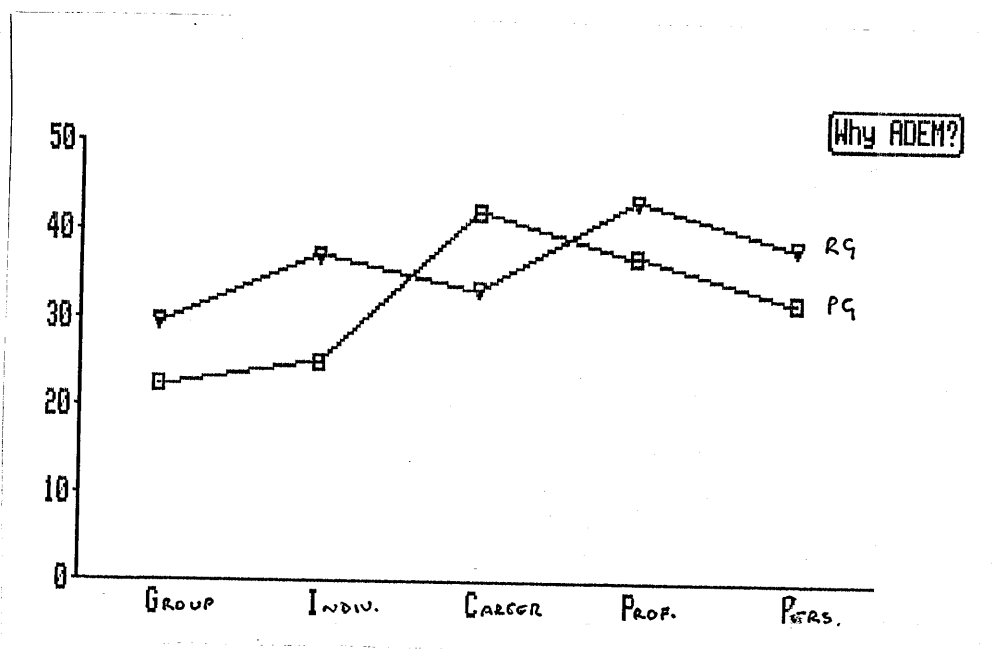


Figure 33. The Institutional & Personal Needs Underlying Students' Studies

Greater Personal and/or Institutional Effectiveness

The 2 groups are in agreement in estimating group performance as of least relevance in their undertaking management training (mean scores for the pilot and research groups being 2.25 and 3 respectively). It is noticeable, however, that the latter group ranked group performance almost equally with career development, indicating a growing satisfaction derived from esteem and ego needs (Maslow, 1954).

Our figures would refute Bolam's suggestion (Part II1, page 138) that there is an increasing trend towards points 1 and 2, but it would seem that these issues are gaining weight relative to their past significance. Neither would the ADEM seem to be meeting the same needs as those targeted by such initiatives as the LEAP and MAPS schemes (Part 112 above). Students of the O.U. are still, explicitly, seeking 'traditional' personal and professional outcomes from their studies, rather than the institutional development proposed by course designers (Part II3). As will be seen below (Section 4), the two outcomes are compatible and have actually been discerned by some respondents, thereby achieving the O.U.'s aims of institutional development through a body of well-trained managers (Glatter et al. 1986).

Stimulus for Undertaking Formal Management Training

In order to understand the context in which respondents had sought management training, they were asked to give details of any management courses other than the ADEM which they had followed.

To question 15 (c), Have you undertaken any management training other than EP851? responses were:

	RG	PG
Yes	7	(4)
No	3	(0)

Figure 34. Other Management Training Experience

Members of the research group had attended between 0 and 3 courses each, the duration ranging from 6 single sessions to 2 weeks over a year (See Appendix 19 for details). These courses had been provided by LEAs, the DES, TVEI and various departments of education. One had been run by the College of Preceptors.

The motivation to undertake the courses had come mainly from the individual teachers, though management potential had also been recognised by LEA Advisors or Head Teachers, who had prompted respondents to seek some formal management training. This pattern of experience is reflected by the pilot group, details of which are also given in Appendix 19.

Questions 16 and 17 asked whether the school's and authority's arrangements for staff development/INSET could be described as peripheral or integral. Again, it was intended that this information might indicate the degree to which the onus for taking up management training fell to individuals. Responses show that for the research group, both school and LEA arrangements are predominantly peripheral, though new policies were being developed through the requirement for school development plans, whilst the pilot group felt their school arrangements to be more integral (Figure 35). It seems, therefore, that management training was not automatically available in most areas, despite senior managers' and advisors' recognition of potential among their staff.

In all but two cases (Managing INSET in schools [LEA], and Management of Change [TVEI]), the courses were estimated to have been beneficial, and, as seen above (page 304), were integrated in a coherent career strategy on the part of these teachers.

	Peripheral	Integral	Other
School	6 (1)	2 (3)	3 (0)*
LEA	4 (3)	3 (1)	3 (0)**

* Expected that each school and LEA will develop an individual co-ordinated policy, calling on the LEA when needed

** As for *, plus N/A in one case (Independent School)

Figure 35. School & LEA Staff Development/INSET

It is a matter of some concern that staff development/INSET arrangements should still be seen as essentially peripheral, despite

changes in funding and advice aimed at producing a coherent school development plan, which identifies individual development needs (DES 1989). Again, our data may have been quickly outdated, and changes anticipated by some respondents (indicated in Figure 35 by *) could by now be in place.

Summary

Motivation for undertaking study of the ADEM would seem to be related to expectations of increased professional knowledge, leading to greater personal effectiveness. We have found a difference in the priorities of outcomes desired by the pilot and research groups, indicative of a reduction in the importance of career progression. This is understandable in the light of the reduced opportunities of a contracting profession seen in the Introduction (page 9). It may also indicate that teachers are more content to remain in posts, provided that these offer opportunities for self-fulfilment.

While an end product would appear to have been anticipated by all, be it that of greater effectiveness, career development or the satisfaction of acquiring another qualification or new skills/knowledge, the ADEM had inherent attractions for students. The quest for an end product was thus accompanied by a genuine enjoyment of learning. This pleasure was found to compensate for the professional frustration some respondents were experiencing as a result of political or personal circumstances. The course is, therefore, a valuable means of meeting esteem and ego needs (Maslow,

1954) for those trapped in a situation where personal and institutional development would otherwise be in conflict (Broussine and Guerier 1983, & Figure 30 page 290).

Why students were motivated to select this course was associated with the form of study and the flexibilities of distance learning. We discuss later respondents' views on the content of the ADEM (Section 4 below). We have nevertheless observed that study for the ADEM was, in some cases, a matter of chance, rather than a positive choice, which point we take up in the Conclusion.

Motivation can thus be seen to stem from an implicit assumption that the possibilities of realising students' expectations will be enhanced by their studies. They are responding both to perceived future (growth) needs and to current deficiency needs.

SECTION 4. OUTCOMES OF THE ADEM

The third and fourth questions investigated by this research are the extent to which the ADEM results in promotion and/or increased effectiveness (Introduction page 3). The focus here is on the actual outcomes as opposed to the expectations of students - though these may be one and the same. It has already been recognised that cause and effect cannot here be linked definitively. While the experience provided by the ADEM may not alone account for their professional advancement, the data is of value in that it may indicate to the O.U. team the degree of their success in contributing towards the development of a cadre of leaders (see Part II3, page 205).

A. PREPARATION FOR PROMOTION

Career Moves

Question 27 (a) asked respondents whether they had applied for any senior management posts since beginning the ADEM. Their responses are given in Figure 36.

Yes	8	(2)
No	1	(2)
No reply	1	(0)

Figure 36. Applications for Management Posts since beginning the ADEM

When compared with question 19, their reasons for undertaking the ADEM, these responses show that 4 of the research group who did not rank career development highly have nevertheless been seeking promotion since taking the O.U. course. This suggests that promotion has presented itself to them as a possibility, irrespective of previous career plans.

R4 had held two coordinator posts, first for Records of Achievement (scale 4) then for TVEI (I/A D). After some years in his school, he undertook the ADEM because

"it seemed a useful theoretical background to my present post." (R4)

In apparent contradiction to this aim of improving current effectiveness, he recognises the

"uncertainty about my own professional future with TVEI."

Consequently, although the ADEM was not originally seen by him as an aid to promotion, R4 did apply for a Senior Teacher post, having completed the course, and he referred to these studies in his letter of application.

The circumstances of R5 have already been discussed (page 306). She gave career development as the least relevant motivator for studies, yet during Part A she began to apply for both deputy head and head

posts. By the time of the field work, she had achieved the headship of a junior school.

R11 also ranked career development as the least important reason for undertaking the ADEM. Nevertheless, during Part A, she applied for 4 headships. She describes this as

"testing the water. I never really expected to get them."

She did succeed in her only application for a deputy headship, and admits of the ADEM that

"I definitely needed something other than what I already had. I needed to be able to show that I had the intellectual capacity." (R11)

As we have seen already (page 305), one respondent (P1) is conscious of having acquired her plan as a direct result of her studies. In the course of Part A, she came to reflect upon her varied but uncoordinated experiences and realised

"In terms of my personal career plans, I wasn't aware of the damage it was doing." (P1)

She thereafter sought to plan her career development.

R12 consistently declares, in her replies to questions 19 and 27, that she has no ambitions to progress. In a career stretching over 19 years, she has reached an I/A C post. The pattern of her career

reflects the affects of interruption for family reasons, and the limitations imposed in the primary sector. To illustrate this, her career is detailed below.

1970 - 1972	First appointment	Primary, mixed
1972 - 1974	Scale 2, i/c Art/Craft display	
1974 - 1976	Scale 3, Head of Lower School	
1976	Maternity leave, followed by part-time supply work	
1980 - 1981	Full time supply	Infants, mixed
1981 - 1983	Scale 2, Computer/audio-visual display	
1983 - 1984	Acting Deputy Head	
1984 (1 term)	Acting Head	
1985 (1 term)	Acting Deputy Head	Amalgamated Infant/ Junior School
1985 - 1987	I/A B, Head of Lower School, plus INSET and Institutional Development Plan	
1987 -	I/A C, as above, plus Professional Development	

The respondent confides

"I know that I don't want to be a head, I also don't want to be a deputy, and as I'm in a primary school, I can't get above a 'C' allowance." (R12)

It is quite clear that R12 is, in effect, over-qualified for her post and is experiencing real conflict, which suggests that she should be seeking a more senior position:

"I'm desperate at the moment. I just don't know what to do, no. I could see myself staying with the children, but I'm also in the way when I'm there, because I have authority and teachers come to me for advice that they should go to the Head or Deputy to (sic), because of the status I have." (R12)

By remaining in her post, conflict results both for R12 and for her senior colleagues.

Applications for Promoted Posts

The profile of the pilot group as a whole again differs from that of the research group. Although for these teachers career ranked higher as an expectation of the course, in reality only 50% of the group had actually applied for any posts since starting their studies. This is partially due to the effects of ring-fencing, which precluded one respondent from applying for management posts. It should not, therefore, be thought to reflect inconsistency in these respondents' answers.

Question 27 (b) identifies at which stage in their studies students began to apply for posts (Figure 37).

During Part A	6	(1)
During Part B	1	(1)
After Part B	1	(1)
N/A	2	(1)
	<hr/>	<hr/>
	10	4

Figure 37. When Students began seeking Promotion

Because of its small number, the pilot group shows no significant pattern of experience. By contrast, the other group clearly felt ready to take up greater managerial responsibilities during the first year of the course.

Figure 38 records the point at which respondents have achieved promotion since beginning their studies for the ADEM. Comparison of Figures 37 and 38 shows that all 8 respondents in the research group who had sought promotion were successful within the period of the study.

Promoted during Part A	4
Promoted during Part B	2
Promoted since Part B	2
Not promoted to date	2
	<hr/>
	10

Figure 38. Promotion achieved during the Research Period

Due to their success in attaining promoted posts, the Application Record proved to be an inappropriate research instrument for most respondents. The record was kept by only 2 pilots and 1 member of the research group, the remainder either having just changed jobs, or not wishing to do so at the time of the research (Figure 38).

Management Posts Applied For

Responses to question 27 and data from the Application Record give details of the number and nature of posts applied for (Figure 39).

Respondent	Head	Deputy	Senior Teacher	Other	Total
4	0	0	1		1
5	8	1	0		9
6	0	3	1		4
8	0	6	0		6
9	20	100	3		123
10	1	0	0		1
11	4	1	0		5
12	0	0	0		0
13	5	0	0	1	6
14	0	0	0		0
P1	0	0	0	4	4
P2	3	0	0		3
P3	0	0	0		0
P4	113				113

Figure 39. Management Posts applied for during the Research Period

With one notable exception in each group, applications made ranged from a total of 1 to 9, averaging 5 and 3 respectively for the 2 groups before they succeeded. While most respondents had a definite role in view, 5 were additionally applying for posts either above or below the level which they hoped to achieve, or else were seeking a lateral move into an advisory or administrative (LEA) role. Hence R5 (head of a small junior school), as well as having applied for 8 larger headships also sought a deputy headship. R11, although aiming for a deputy headship from her present role as a Senior Teacher, felt sufficiently confident after her studies with the O.U. to make 4 applications for headships. She describes this as 'testing the water', and was, in fact, successful in reaching interview stage in 2 of these.

The 2 exceptions to this pattern had both identified career development as their prime expectation in undertaking management training.

"I saw the Advanced Diploma as a means of advancing my knowledge and of bringing me more up to date with current educational thinking. Also I believed it would help me secure promotion to deputy headship or even headship."
(P4)

In each instance, these were well qualified teachers, who had reached positions of senior management in their present schools, but were caught up in reorganisation plans at a time when they themselves were in their 40s. Promotion had become an elusive goal and they were compulsively seeking a post of greater or permanent responsibility. This was revealed to be an obsession not only in the sheer number of jobs applied for but also in the vast range: from senior teacher to head, including advisory posts and that of education officer.

Blaming the political changes in his authority, R9 captures the frustration of his situation:

"If the school had continued and not dropped from '87 onwards, I think I could have realistically been applying for headships. So I felt that I might as well chance my arm, especially with small headships, so I did apply for a number there. I know that I got a fair number of references taken up. With the deputy headships, I applied quite widely, actually. I mean, I applied for 5 or 6 a week at one point." (R9)

The two teachers were frequently successful in having references

taken up or being called to interview (this was so for P4 in 46 of his 113 applications), but, within the period of the research, only 1 or these 2 respondents achieved 'promotion'. In effect, R9 was only regaining an earlier position, having reverted from acting deputy head to senior teacher after an amalgamation, then finally being appointed to a deputy headship in another authority.

P4, then in his late 40s, subsequently informed the researcher by letter:

"The DES has agreed to the closure of my school this summer and as a result we are to be redeployed if we have not obtained a post in another school. As a result of placement discussions, I have accepted the position of curriculum coordinator in another ... school. It is an E allowance post but as my salary and status as a deputy head was confirmed at Easter, I will continue to have the status and pay of a Deputy Head." (P4)

The ADEM was clearly not effective in securing the career development these two respondents sought, proving inadequate when set against the political and age disadvantages.

The course is recognised to have been of practical, immediate benefit to them.

"I found that I was being encouraged to read material and get background knowledge in areas which were of help to me in the type of work I was having to do as curriculum deputy." (P4)

It also provided a sense of achievement

"It was nice to get a piece of paper at the end of the day which is of value to me personally" (P4)

once more suggesting a counterbalance to the frustration which results from conflicting institutional and individual aims (Broussine & Guerier 1983, and Figure 30 page 290).

These views are partially echoed by R9, who feels that the ADEM

"made me think for myself"

and "by interviewing people, by talking to people, I think that that developed my inter-personal skills." (R9)

In contrast to P4, R9 does not appear to have found the same stimulus from studying. He admits that he would have given up, had he not been sponsored by his LEA, whom he would have had to reimburse. For him, the prime motivator was the expectation of the ADEM's currency in the promotion market.

Success of ADEM Students in Achieving Promotion

Within the study period, 8 of the 10 respondents thus achieved promoted status, compared to the total of 4 who had seen this as a priority in their undertaking the ADEM (See Figure 33 page 310).

It is not possible to prove any correlation between formal management training and the success of these respondents, nor have our figures been compared with the average number of applications made for senior posts by candidates who have not undergone such

training or who have taken other management courses. As suggested by R9, it would be difficult to say whether his eventual success was due to perseverance or simply to 'meshing' with the school; whether it was a matter of "waiting for the right type of school to come up". Our figures might indicate merely that respondents who obtained promotion early in their searches had been more perceptive in identifying appropriate schools, rather than that they were in possession of more desirable qualities or skills.

Students' Sense of Readiness for Promotion

In addition to the empirical data, respondents were asked to comment upon the extent to which they felt the ADEM prepared students for senior management. While several acknowledged that it would be difficult to distinguish the effects of their studies from those of time and experience, there was also a definite feeling that the ADEM had been instrumental in their own success and was appropriate to the responsibilities currently held by senior managers in schools.

R11 was sure that her being interviewed for headships when she was a senior teacher was a result of her studies with the O.U. She declares

"I certainly think that for one of the interviews I was interviewed partly because I was doing that course....They certainly were interested in it and brought it up at interview." (R11)

R10 was promoted to the first headship for which he applied. He

describes comments made subsequently by his governors, which have led him to believe

"the main point is - why I got the job- because I was actually able to speak like a manager, not so much like a professional head teacher." (R10)

He goes on

"It was very, very important to me getting a promoted job because governors have sort of said to me afterwards, 'You know, you were the only one who was able to address these issues'." (R10)

This respondent recognises the change in role from teacher and leading professional to that of manager, and suggests that formal training is essential:

"Our role is changing. We now are managers." (R10)

He recommends

"I think all aspiring head teachers should do it"
(the ADEM) (R10)

Similar sentiments are expressed by R12, who has no career ambition, but having recently acted as head of an infants' school, believes the course has

"all the requirements that you need in the current situation." (R12)

The potential frustration caused by R12's management awareness and informal status amongst colleagues, which is in conflict with her

lack of ambition to move upwards, has already been described (page 295). P1 is also in a position where her readiness for promotion (as she perceives it) is not matched by the potential of her political situation. Her knowledge is being drawn upon by colleagues

"What really bugs me is that there are several managers in the school who are beginning to look to their own careers - 2 doing M.A.s at the moment. They say 'D'you think you could write something down for me on this?' and 'Do you think you could help me on this?'. I'm going through giving all these ideas and they're just like disappearing into a vacuum and they're being written down and helping people pass their exams and put their dissertations in and their seminar papers."
(P1)

Reorganisation of her own and neighbouring schools leaves P1 in a very insecure position:

"You can't get a straight answer ... I still won't know when they're interviewing me whether they're even thinking about me, because they're only giving us one interview for all the jobs we're applying for. So, even preparation of the interview is going to be difficult, because we don't know ... They're not even going to look at whether someone else is more suitable. It's a question of eligibility. It's a very insecure position to be in." (P1)

The danger of mismatch between individuals' actual abilities and their ambitions is thus illustrated.

Summary

It is apparent from the data presented in this section that the majority of our respondents were able to attain promotion either

during or shortly after their studies. Although career development was not the initial expectation of the ADEM for the research group, success in achieving it did, in most cases, coincide with evolving career plans.

The success of respondents in gaining promotion may reflect no more than their individual merit, but it would suggest that ADEM students are, at the least, a self-selected body of potential senior managers. The evidence of R10, R11 and R12 goes further in claiming that this advanced diploma is appropriate to the needs of today's senior managers. If this is so, experience of the course may play a more instrumental part in respondents' promotion.

In reply to the third question posed by the research (page 3), it would appear that the course has, indeed, been successful in preparing students for promotion, irrespective of their explicit expectation of this outcome. For those who have difficulty, or who fail, to realise their career ambitions, the course meets self-actualisation needs, thereby compensating for the mismatch between personal and institutional desires (see Broussine & Guerier 1983, Maslow 1954).

The possibility of frustration being born of students' heightened awareness has also been put forward. Where individuals are given recognition by colleagues, which is not met by their formal status, conflict results both for the individuals and for their colleagues.

The fourth question investigated asked whether respondents felt themselves to have become more effective as a result of their studies. We turn now to evidence of this second outcome of the ADEM.

B. INCREASED EFFECTIVENESS

Validating Evidence of Effectiveness

It is possible to collect factual evidence of promotion, though linking cause and effect remains a matter of speculation. In the case of effectiveness, however, it must be acknowledged that all the data is subjective and represents only one perspective: that of respondents themselves. However, by probing the question of how they feel themselves to have become more effective managers and by seeking concrete examples of this, it is reasonable to attribute greater validity to their otherwise impressionistic responses.

In order not to direct respondents towards giving only positive answers, question 25 asked whether they felt their performance of their present duties to have been influenced by their studies. Our analysis will reveal that, in fact, influence was perceived essentially as beneficial to the institution, though it did cause some role conflict for individuals. Replies to question 25 showed:

	RG	PG
Yes	6	4
No	1	0
No reply	3	0

Figure 40. Perceptions of ADEM's influence on effectiveness

By leaving the question blank, or in further discussion at interview, respondents expressed difficulty in answering the question. R8 felt any influence to have been subconscious, while P4 again recalled the simultaneous influence of other factors such as experience and team effort:

"Difficult to answer, really. Marginally when taken into account with other factors such as experience and working in a team." (P4)

R12 apologised

"It may be that the work involved in the Advanced Diploma has helped me but I feel that it is too soon to say and perhaps I'm not the best person to ask." (R12)

1. Present Role: Sources of Satisfaction and Dissatisfaction

Triangulating the Evidence

As a preliminary step in getting respondents to focus upon their present roles, before examining their effectiveness in these, they were asked in questions 12 and 13 to list, under 4 headings, their sources of satisfaction and dissatisfaction (See Appendix 16 for complete data).

On an individual basis, this information was triangulated with responses to question 14, factors which would influence their choice of post, and with question 19, their expectations of the ADEM, so as to test whether a consistent profile of the individual was being presented. In all but 4 cases (R5, R6, P2, P4) this appeared to be so. A few examples illustrate the process of triangulation:

- R9. Question 19 ranked career development as of prime importance. Question 14 rated growth, responsibility and interpersonal relations as equal first. Question 12 showed sources of satisfaction were largely task-oriented: leading INSET activities, developing cross-curricular activities, administration related to TVEI. Question 13 indicated dissatisfaction arose from a lack of management structure, which acted against achievement and personal development.
- R12. Question 19 ranked career development as of least importance. Question 14 showed status, money and achievement to be the factors of least relevance. Question 12 distinguishes between enjoyment and satisfaction. The former is derived from being with children, watching and promoting their development. Question 13 was answered by "I am not dissatisfied - sorry." This image of a contented professional was the overwhelming impression created at interview, an impression R12 laughingly described as "this old bore" who was odd for not having a desire to move up the professional ladder.

In contrast to these two profiles, P4's was contradictory. Although he identified professional knowledge and group performance as his priorities in undertaking the ADEM (question 19), his altruism was belied in question 14. Here he ranked achievement and increased responsibility as the 2 most important factors. His sources of satisfaction were partially task-oriented (eg. "Seeing plans come to fruition") which is consistent with his interest in group performance, but his dissatisfiers were primarily personal in their focus: "Working with staff I don't respect", "Inability to provide

the curriculum I would like." These recall Herzberg's (1966) hygiene factors. over which individuals have no control.

R6 explained her sources of satisfaction thus:

"Very difficult to clearly identify the things which give me real satisfaction. As an Advisory Teacher the thing I enjoy most is the highly interactive changing nature of the work. From experience I appreciate that is not necessarily a factor appreciated by a majority of teachers." (R6)

This statement is contradicted by her ranking interpersonal relationships as least important, in question 14. Perhaps recognising this inconsistency, she adds to question 13

"As a member of a 'team' of advisory teachers, I find it very difficult to contribute and develop a team approach to curriculum innovation. This arrives due to inadequate management structures within this central 'team'." (R6)

It is clear that this respondent is frustrated by the external factors beyond her control, that are preventing her from performing to the level she seeks. Both P4 and R6 are affected by situations typical of Herzberg's hygiene factors, the presence of which cause dissatisfaction.

Comparison with Herzberg's Theory of Motivators/Dissatisfiers

The data gathered through questions 12, 13 and 14 was, then, used to test the validity today of Herzberg's (1966) theory of motivators and hygiene factors (see Part III page 239). By that writer's definition, the list of 11 factors put to respondents in question 14 includes 4 which, when present, act as motivators: Achievement, Growth, Responsibility, Recognition.

By calculating the mean score for each factor, it is possible to rank the groups' responses. The research group identified the 11 factors listed respectively as being of second, first, third and fifth priority. The pilot group saw them respectively as of fourth, third, second and seventh importance. This analysis is detailed in Appendix 17.

While the first group would broadly endorse Herzberg's theory, the pilot group's responses are distorted by 2 of its members, a consequence once more of its small size. It is, therefore, more helpful to consider individual replies than to attempt to judge the groups as entities (Figure 41).

1 = most important factor

Resp.	Ach.	Adm.	Gro.	Res.	Int.	Mon.	Rec.	Pol.	Sta.	Ind.	Con.
R4	1	6	4	9	8	5	10	2	7	3	1
R5	3	11	2	10	7	4	8	1	5	9	6
R6	1	3	1	5	5	1	1	1	3	1	3
R8	5	11	4	1	3	2	7	6	10	8	9
R9	5	11	1	3	7	4	2	6	8	9	10
R10	1	5	1	1	1	5	5	5	3	2	5
R11	3	11	2	1	5	9	4	10	8	6	7
R12	9	8	2	3	4	10	1	6	11	7	5
R13		✓	✓	✓	✓						
R14			✓	✓							✓
P1	1	11	2	3	5	9	4	7	8	6	10
P2	7	11	6	2	5	3	10	1	4	8	9
P3	5	6	4	3	7	10	1	9	2	8	11
P4	10	2	8	11	6	4	9	7	3	1	5

Figure 41. Factors Influencing Choice of Post

It can now be seen that in the research group, for each of the 4 satisfiers/motivators, there was agreement with Herzberg in 7/8, 8/8, 6/8 and 7/8 cases. For the pilot group, agreement was in 2/4, 2/4, 3/4, and 3/4 instances.

The specific sources of satisfaction mentioned in response to question 12 can also be classified using Herzberg's terminology, although this differentiation may be artificial, there often being overlap between two or more factors eg. achievement may be a result of having responsibility, which in turn allows for growth and thus leads to a sense of satisfaction. With this caveat, some typical replies to question 12 are listed below, under Herzberg's terms.

Achievement

"Ability to offer assistance to innovative leaders" (R6)

"Problem solving" (R8)

"Policy making" (R11)

"Satisfying colleagues and pupils through the timetable" (P3)

"Efficient chairing of meetings" (P2)

"Bringing something to a positive conclusion" (P4)

Growth

"Innovation - not just National Curriculum" (R6)

"Teaching P.E., Travel and Tourism" (R8)

Responsibility

"Planning, leading, taking part in cross-curricular issues" (R4)

"Organising big occasions" (R11)

Coordinator roles R4: Records of Achievement; TVEI

R9: School/industry links; cluster committee;
cross-curricular activities; secretary to
National Curriculum committee; TVEI

R13: Mathematics; INSET

Recognition

"Representing school to external committees" (R11)

"Involvement in decision-making" (P1)

The sources of dissatisfaction would, conversely, seem to stem from the absence of these conditions and the presence of external factors over which respondents have little or no control, once more reflecting Herzberg's theory (1966) of motivators and hygiene factors. Common entries include: lack of resources (R6, P4); lack of time (R6, P3); incompetence or ill-will on the part of colleagues (R4, R6, R8, P2, P4); excessive administrative tasks (R4, R8, P1, P2, P3, P4).

A flavour of these views can be found from a few examples of replies given to question 12:

- "a) Little time to develop professional relationships.
Being unable to produce definite solutions (as expected.)
- b) Lack of resources to support initiatives.
Problems related to removal of staff for INSET etc.
Lack of suitably qualified teachers.
- c) Authority procedures that fail to support the nature

of my work.
Inadequate facilities to enhance competence."
(R6, Advisory Teacher)

- "a) Unwarranted criticisms by members of staff based on ignorance.
Dealing with disruptive/disturbed pupils.
Dealing with unreasonable and demanding parents.
- b) Attempting to achieve the impossible in timetabling to suit staff demands.
Having to rush tasks due to lack of time to meet deadlines and so doing a poor job.
Dealing with demands made on cover arrangements when no work provided by absent staff.
- c) Trying to satisfy the demands of Education Office when insufficient time available.
Trying to satisfy the demands of other members of senior management team to meet deadlines.
Trying to meet deadlines set by Exam Boards when they impinge on curriculum area."
(P4, Acting Deputy)

- "a) Disagreeing with staff.
Working with Deputy Head.
- b) Inability for staff to understand TVEI through their own tardiness.
- c) Forms that have to be completed yesterday.
- d) Lazy/non-caring staff.
People who earn the same but do 1/4 of the work."
(R8, Acting Deputy)

- "a) Rescuing other people's mistakes.
Salvaging my mistakes!
Trouble shooting.
Time wasters.
Progress chasing.
- b) Pace of curriculum innovation.
Clash of teaching with other duties.
My ability to keep up with my own subject.
Timetabling constraints for some pupils' learning.
School's ability to cater for individuals.
- c) Crisis management.
Statistical returns.
Inefficient meetings.
Quality of some colleagues' paperwork.
Discontinuities brought about by staff absence."
(P2, Deputy Head)

It should be noted, however, that even potential motivators may lead to some dissatisfaction. As a deputy head, R11 experiences conflict as a result of her responsibilities, which have lost her some companionship in the staffroom, and which prevent her from expressing her personal view on issues:

"Having to guide others to make curricular decisions without being able to declare my hand." (R11)

P1 finds conflict between her responsibilities as subject teacher and tutor, and her general duties eg. break patrol.

" Being told to go on duty when I'm talking with a pupil/colleague.
Staff meetings - they are shut up and listen sessions.
Unnecessary duties that fill directed time when valuable extra curriculum work is not counted.
Bolt-on innovations when an overhaul is necessary."
(P1, 2nd i/c department)

These last two respondents are uncomfortable in their roles, R11 because it is new to her, and she is still adjusting to deputy headship, P1 because she feels capable of a more senior role, but is caught, through ring-fencing as schools are amalgamated, in a more junior post than she wants.

The presence or absence of motivators or demotivators must, therefore, be finely balanced. In a period of constant change, when innovations are being imposed by central government, when resources are reduced and professional security threatened, it becomes even more important to outweigh the harmful effects of these hygiene

factors by enabling and encouraging individual achievement. The increase of opportunities for growth and hence recognition and achievement must be seen as extending teachers' potential, however, not as increasing their work-load (see page 136).

2. Present role: Responsibilities and Activities

Sources of Evidence

The second stage in focusing respondents' attention on their present role was for them to keep a diary of their work-related activities. As explained in Part IV page 255, this instrument was introduced after the pilot study. Evidence therefore derives from the research group only.

All but 1 of the 6 respondents who completed this record kept it for two full weeks (14 days). It was felt that a period of 2 weeks could provide a more representative picture of respondents' roles, and they were given some choice as to when they kept the diary (see page 256). Despite this attempt at flexibility, 1 respondent nevertheless felt the research instrument recorded "an unfair distribution of the amount of management work I do" (R12). As a primary school teacher, her busy periods differed from those of secondary colleagues and the period chosen for the diary was inappropriate to her. In contrast to R12, R11 was happy that the record gave a fair representation of her activities:

"I would say 60 hours is fairly typical in that I also tend to work hard during the week. I mean, I'm here most nights till 8. There are lots of functions in the evenings in a school like this, which one is here for. I tend to work at home then some evenings. Although I do less work at home now than I used to. You know, as a deputy I think you do more work at school. And I don't work as much at the weekends as I used to, so I tend to pack it into the week." (R12)

Once more, the limitations of small scale research must place reservations on the validity of the evidence collected as being indicative of national trends. The researcher's impression, based upon personal experience as a deputy head, is that management in the secondary sector is varied, no days being entirely predictable. Observation would therefore be desirable over a lengthier period of time in order to gauge accurately the balance of management activities.

Nature of Activities and Responsibilities

Responses were analysed and tasks found to fall into 6 main categories:

- Travel
- Meetings (including Open /Parents' Evenings)
- Administration
- Teaching related
- Recreation (including informal discussions at breaks)
- Domestic (eg. preparation of meals; time spent with family)

Some respondents chose not to record time spent on travel, or were inconsistent in noting this activity. In these cases, the length of the working day would need to be adjusted for a proper comparison to be made between respondents. Raw data is presented in full in Appendix 18a.

Using the 6 categories, Figure 42 shows the profile for each of the 6 respondents, firstly week by week, then as a combined total of their two weeks activities.

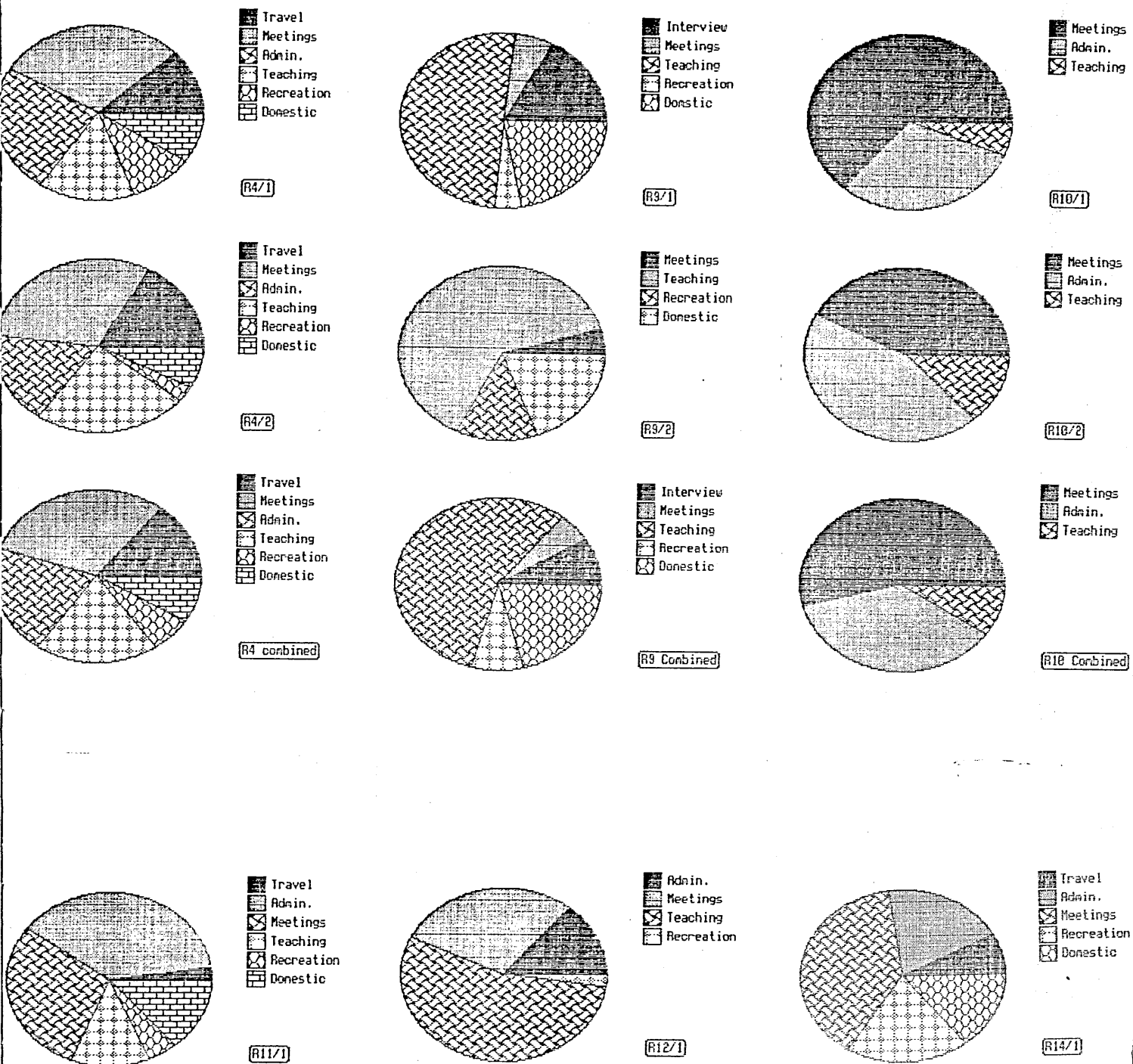


Figure 42. Diary Records

Proportion of Time spent on Activities

As might be expected, R4's role as a coordinator demands that a high proportion of time be spent at meetings or on travel, as does that of R14 (Advisory Teacher). The two senior teachers (R9 and R12) spend most time on teaching-related activities - almost equal amounts, despite one being in a primary and one in a secondary school. The head teacher (R10) predictably spends the majority of his time at meetings or on administration, but his teaching commitment is perhaps unusually high for his role, reflecting personal priorities and a desire to be in the classroom as often as possible. In the case of the deputy head (R11), much time is also spent on administration and at meetings. Her teaching load represents approximately $\frac{1}{4}$ of the time spent on these two activities.

Hours worked per Week

The total number of hours worked by respondents for weeks 1, 2 and as an average is shown in Figure 43.

Respondent	Hours worked per week		
	Week 1	Week 2	Mean
R4	70.84	67.75	69.29
R9	64.13	57.86	60.99
R10	48.44	41.22	44.83
R11	77.31	61.9	69.73
R12	35.94	38.35	37.15
R14	70.12	-	

Figure 43. Hours worked per Week

These figures show a range from 35.94 to 77.31 hours per week, the mean being 53.22. The smallest number of hours were those worked by the 2 primary school teachers, with the largest being shared fairly evenly by the secondary teachers, whether they be school based or on secondment. Our figures for the secondary senior managers (R9, R11, R12, R14) are consistent with the findings of a national survey of secondary deputy heads (SHA 1989). In that survey, secondary deputies were found to work 60 hours per week, plus 2-3 evenings, and to teach 52% of a timetable.

Hours worked per Day

The regular working day for respondents was:

R4	6.30 a.m.	to	midnight
R9	8.45 a.m.	to	midnight
R10	8.30 a.m.	to	17.00
R14	8.15 a.m.	to	22.30

Figure 44. Regular Working Hours

R11 and R12 both began work at varying times between 6 and 8 a.m., and their days ended at irregular points between 4.30 and 10.30 p.m. It is not possible therefore to describe an 'average' day for them. This is in keeping with the researcher's own experience. Although teaching a 'continental' day, it is not unusual to work on site continuously from 7.45 a.m. to 10.30 p.m. For the year 1991/2, there

were some 53 days when she and senior colleagues had such commitments.

Time made for Family Commitments

All respondents planned their time in order to allow for family commitments. For example, R4, a single father, allocated weekends to his child, and compensated for this time by working long hours at night in the week.

"As I am separated from my wife I am basically a 'weekend parent' so from Friday 6 p.m. to Sunday 6 p.m. my son is my priority. School work does not interfere." (R4)

R12 had agreed with her husband a reversal of roles on Saturdays so that she could study or work on school business, thereby freeing time on weekday evenings to be with her family.

"I work on Saturdays, always. My husband deals with everything else that goes on. So I do work on Saturdays. I often could do, when I was transcribing tapes ... I could come upstairs and do an hour, an hour and a half in the evening. Which was perfectly okay because the children were doing their homework ... whatever they're doing. But then I take great chunks of the holiday to work as well." (R12)

Location

In all but one case (R10), work was spread between school and home. In addition to this, working meals at the homes of colleagues or in

local wine bars were a common feature in the record of 2 respondents (R11, a deputy head and R14, an advisory teacher).

3. Indicators of Increased Effectiveness

Sources of Data

Having established the nature of their current responsibilities, and their sources of satisfaction/enjoyment and dissatisfaction, respondents were asked in question 23 to indicate the elements of the ADEM which they had found to be of most practical use in their present jobs. Replies cited:

- writing questionnaires (R9)
- methodology for the analysis of documents (R14)
- E323 and E333 (P4)
- management of schools and the projects (P2, P5, R6, R10, R11, R13)
- those dealing with secondary schools (R4)
- none, except that it helped sort out the deputy head's role (R12)
- all (R8)
- the information I gathered (P1)
- the experience of talking with staff (P1)

Explanations of these replies were given as:

- "they expanded my perception of the aspects of management" (P5)
- "the research made me more aware of varying perspectives in the school" (P1)
- "they helped me to clarify my views on the education system and management issues in schools" (P4)
- "the 2 projects allowed me to investigate from a professional not personal level" (R6)
- "application of management models to aid change" (R14)
- "the 3 projects enabled me to have an in-depth look at various issues" (R11)
- "E323 gave me a framework for my management activities" (R11)

"questionnaires are a way of obtaining information on a situation quickly" (R9)
"action research can form a basis for developing courses" (R9)

From these responses, it seemed that impact was derived through the application of certain skills, and from having a broader awareness of management processes. This impression was borne out by comments added in Section IV of the interview.

In order to triangulate earlier information, respondents were asked at that stage of the interview to explain how they felt the ADEM had influenced their performance. Their responses can be grouped under the following headings:

- i Increased awareness
- ii Increased confidence
- iii Recognition
- iv Application of skills
- v Impact through projects
- vi Other indicators
- vii Intangible influence

It will be recalled that the IET survey of 1985 (see Part II3 page 210) identified 3 areas of impact made by the first cohort of ADEM students:

- 1. Management approach
- 2. Actual and proposed changes in institutional policy/practice
- 3. Group training programmes organised by the O.U./LEA

We address the third area, which is external to the individual and to the institution, in our discussion in Part II3 above, and shall return to it again in the Conclusion. Areas 1 and 2, which relate

directly to individual and institutional practice are the issues which occupy us here.

Area 1, which concerns individual management skills, is encompassed in our groups i, ii, iii and vi, while area 2, institutional development, is revealed in groups iv, v and vii. This would suggest that there is an ongoing pattern of influence by the ADEM on both students and their institutions. In the interests of clarity, we treat the 7 points as evidence of either

1. Personal effectiveness (i, ii, iii and vi) or
2. Institutional development (iv, v and vii)

though in practice the two may be closely linked.

1. Personal Effectiveness

i. Increased Awareness

Management models

Every interviewee mentioned this as an outcome of their studies. For some, it was associated with awareness of structures and management models.

P1 explains, "Doing the management course really articulated the fine detail of the process of management within the school and how that came about". P4 expresses a similar view: "It enabled me to focus on the way in which things were going in the school and to

think a little bit clearly". R9 is more precise in noting: "What it did do was it made me very aware of structures".

Evidence for decision-making purposes

This increased sensitivity is not merely passive. R9 found that, as a consequence of the ADEM, he now looks for evidence to back up a decision before he makes one, a point he notes with some wryness, being a scientist with a doctorate.

"I began to, instead of, before, I would formulate a decision, you know, make a decision on the spot. I think now, and I think during the course, I would say to myself, you know, perhaps I ought to do a bit of research and find out exactly what is going on. And I think that I developed that sort of area, that I actually - perhaps it's wrong for a scientist to be saying this, but it sort of made me think to myself, I can't give a decision here and now, I need facts. I need to get some details, I need to cost it out, you know." (R9)

Awareness is not always a source of professional satisfaction. It can be the cause of frustration. For P1, there was a heightened criticalness of the senior management of her school, while R12 remarks "I sometimes feel as if I'm on the bus waiting for other people to catch up with me".

Circumventing trial and error

Awareness of models and ways of dealing with management situations is identified as offering a short-cut to solutions. Instead of wasting time on trial and error, R10 feels

"I know exactly what to do and how to do it." (R10)

This is not to suggest that he is blindly following one model.
Rather

"You choose the best one that you can work with." (R10)

This framework is mentioned by R12. She had perceived a need to supplement her practical experience with formal management training, and records that

"I now know what I'm about whereas I got into horrendous messes to start off with." (R12)

Political sensitivity

An overtly political awareness is also noted by some respondents. P1 observes of E333 "it politicised - it was a gap for me - it was a filler in a gap that existed for me". R10 acknowledges this political dimension. Already a politically aware individual, he nevertheless concedes that the ADEM has helped him "Develop the style whereby they (his staff) make the decisions but they only make the decisions that I want them to make. It's very machiavellian". Significantly, R12 uses this same term to describe the tactics she uses. She gives two striking examples during her interview:

"When I organise teams to work together now, I pick out my blockers straight away and I put them in groups. I spread them around a bit. They don't get to work together

as they'd like to. And they think it's done randomly but in fact I know what I'm doing.

I was careful. I knew what I wanted. Machiavellian, isn't it, it's called? I knew what the deputy wanted. I knew what the parents wanted, and I knew what the head didn't want. And I got a bit of what the parents wanted, something that the deputy wanted, without the head losing face." (R12)

ii. Increased confidence

Applying theory in practice

Referring to the security of having theoretical models to draw upon, R10 says

"It gives you the confidence... It gives you the ability to apply current proven managerial practices." (R10)

Inter-personal skills

For R9, confidence is of a more personal nature.

"By interviewing people, by talking to people, I think that that developed my inter-personal skills." (R9)

He goes on to illustrate this with a recent example: when interviewing a parent he suddenly realised that he was unconsciously structuring and controlling the interview, knowing

"exactly what details I wanted to bring out, what questions I wanted to ask"
as a result of a newly-acquired
"attitude that there's more purpose." (R9)

Feeling informed

We have already considered the case of R11 (page 326 above), whose self-confidence was raised to such a pitch that she felt ready to apply not only for deputy headships but also for headships - a perception justified by her being short-listed for two of these posts. She perhaps accounts for her success when she observes

"It increased my awareness of all things educational at a very exciting time.... I was able to discuss it from an informed position." (R11)

iii. Recognition

Recognition by colleagues

This latter example testifies to both the individual's perception of her managerial qualities and to recognition of these by others.

P4 admits that he is seen by colleagues as an expert in his field and adds "I think people have probably thought, are aware, I've done my job better" since taking the ADEM, but he suspects they may attribute this greater effectiveness to his having grown up in the job.

"I'm certainly looked on as being someone who's an expert in my field. I'm not sure whether that's a justified comment. I mean, obviously being a scientist, I'm looked - that area of the curriculum - I'm very much looked on as knowing what's going on. I mean, anything to do with the national curriculum, the reference comes to me in science technology, because obviously I've had to read

because of the implementation of that area. In terms of the studies I've done, it's difficult to pin down. I think I've done my job better and I think that people have probably thought that." (P4)

R12 is the most striking example in this category. Not only does she recognise her own managerial skills, she has been encouraged by senior colleagues in her school and LEA to seek a headship. Although not wishing to do this, her everyday practice benefits from her skills:

"Teachers come to me for advice that they should go to the head or deputy to (sic) because of the status I have." (P4)

This unofficial status could, as she knows, lead to role conflict for the head and deputy. She has met this danger head on. Noting that the amalgamation of her school and her consequent role as INSET coordinator "Left no role for the deputy", she chose to research his role as one of her projects for Part B. The outcome of this work is that, where once he "floundered", he now has "delegated responsibility" and has even responded positively to criticisms of his management style, by making a consistent effort to mix with staff.

Recognition and authority

Recognition of managerial skills does, however, lead to frustration if individuals are not given authority. Hence P1, a B allowance

teacher, felt used by her senior colleagues. She describes the situation with some bitterness:

"What really bugs me is that there are several senior managers in the school who are beginning to look to their own careers - 2 doing M.A.s at the moment. They say 'D'you think you could write something down for me on this?' and 'Do you think you could help me on this?' I'm going through giving all these ideas and they're just like disappearing into a vacuum and they're being written down and helping people pass their exams and put their dissertations in and their seminar papers." (P1)

The experience of R11 is quite different. During the first year of the ADEM, she says "I was brought on by a new head who used me really within the staff room to help bring about an enormous amount of change". This arrangement was mutually satisfactory, a consequence perhaps of R11's having responsibility and authority as a senior teacher, and therefore not being in a position to feel exploited without remuneration or recognition.

iv. Application of Skills

Respondents give much evidence of having achieved the O.U. course team's aim of "integrating thought with action" (see Part II3 page 205). This is summed up by R11 when she states with emphasis

"I think I've learnt a lot about education management and the theory of education management, and a lot I use."

Sections i - iii have already indicated a sense of respondents having acquired new skills. An analysis of the examples given at

interview enables us to identify the specific functions that they believe have been enhanced by their formal training.

Gathering evidence

Firstly, respondents are using the research techniques learnt, in order to gather data before making decisions. R9 remarks that, although he, like many others, thought he knew how to write questionnaires, it was only as a result of his work for Part B that he really acquired the skill.

"Silly things like questionnaires, and that sort of thing. When you want.. how do you actually gain the information that you want? First idea is to write some sort of questionnaire. Everyone does that. Then you start to think what you want the questionnaire to do for you. I think you give it more thought, more critical." (R9)

R12 makes a similar point when she says

"I admit I've got better with practice, but I also understand how to do questionnaires because of the questionnaires that I've given out for the advanced diploma." (R12)

It is not only questionnaires which have improved respondents' effectiveness: as we saw in section ii above (page 351) R9's interpersonal skills and interviewing techniques have also been sharpened.

"I did an interview with a parent, and I noticed that I was actually saying (I did it off the top of my head) but by the time the interview had gone on, I was actually saying to myself, listing in my mind, exactly where I

wanted it to go, and what details I wanted to bring out, what questions I wanted to ask. You know, that sort of attitude that there's more purpose." (R9)

Objective decision-making

R11 points out that

"because you are doing the course you read more widely and therefore you're aware of the proper way to do things" (R11)

a sentiment echoed by P4. It is a question of knowing where to go for assistance and then being able to select the form appropriate to the situation. Like R9 and R12, R11 admits that,

"instead of just taking a subjective view, I try and gather more evidence, more quantitative evidence of things" (R11)

before making a decision.

Reporting to colleagues

Having gathered evidence on which to base a more objective decision, and thereby started the processes of consultation and communication, R12 feels better equipped for the next stage. She has learnt

"the organisation of words on paper to make a plan"
and recognises

"That's been a big improvement. One of the things you have to guard against is the use of language. I recognise that many staff are not into management and that's

quite important." (R12)

By avoiding jargon and verbosity she is producing more concise and readily comprehensible documents for use within the school. R10 has already been seen to feel himself better able to communicate with external agencies, now that he can "speak like a manager" (page 327).

Time management

Planning and the management of time is a skill cited by all respondents, though one which some clearly possessed prior to their studies (see Section 5 below). The discipline of having to produce 3 projects between the months of February and October has, however, enhanced this. R12 again puts it succinctly when she explains

"Having to plan my time to write the 3 projects and spread it around and make sure that I'm not doing heavy amounts of work at the same time enables me to plan more on a chart." (R12)

This analytical use of a planner, such as that required at the start of Part B, has been taken up and is being applied in every-day situations. R12 plans the year's INSET programme in this way, while R11 has done so in introducing new initiatives such as a PSE programme and Records of Achievement. When asked if she would have used such techniques before studying for the ADEM, R11 replied "No, I wouldn't", confirming for her at least the impact of her studies on her work practice.

It is not only in planning future schemes that respondents are applying the skills they have developed with the O.U. The framework to which several allude as being a source of confidence is also a support in evaluating processes and outcomes. R11 explains of E323

"It gave me a framework so that if I was in trouble I could go check and think now where... I could analyse perhaps what went wrong, or I could plan using the framework." (R11)

Summary

The examples provided in this section would seem to confirm that the practice of individuals has been enhanced by their undertaking formal management training. They are satisfied not only by their own sense of value and feelings of competence, but through the recognition of their performance by colleagues.

In terms of Herzberg's theory (1966), respondents are being motivated by satisfiers associated with growth, responsibility, recognition and achievement. The same factors are consistent with Maslow's (1954) ego or esteem and self-actualisation needs.

We already detect the highly political nature of their roles, and the importance of their analytical and communicative skills in managing data, colleagues and their environment. To this extent, the ADEM would seem to have sensitised and prepared students for the

management of the political package proposed by Shipman (Introduction page 24).

2. Institutional Development

The remaining 3 aspects of performance highlighted by respondents (page 347 above), are associated with institutional development brought about through the application of their skills.

v. Impact of Projects

The experience of each respondent being unique and diverse, the impact their projects has had on their schools is considered individually, before we draw some preliminary conclusions regarding these. We record here only those instances where positive outcomes have been (or are thought to have) derived from the research projects of Part B. Discussion of the negative and passive aspects of these is left for Section 5, page 368 below.

P1: Parent-School Communications. "I think we became far more environmentally aware after project A, because a lot of parents were saying, it came up in my report, that parents were concerned about the visual image of the school".

P4: Role of Senior Management Group. "It helped me, personally, in that I got a clearer idea of the way in which I would see a management structure develop in the school, and rubbed off as well, because I gave copies to the head".

R9: Space Utilisation. "I think that the deputy felt it confirmed his views and sort of enabled him to have a bit of ammunition to use".

The Intitiation of Change. Colleagues' involvement in these was "Therapeutic ... to sort of vent their, or suggest their... they didn't see any other way of actually communicating

their desires, fears and so on, and they saw it as a way of doing that".

Initiating Change (TVEI). One colleague "Actually took a lot of what I said in that from the management point of view on board and he actually took over the job after I left. I think that that actually did result in good things for the school.... It was from the grass roots upwards".

R10:INSET. "I did the in-service training immediately I came to the school because there hadn't been any effective in-service at all.... from that we developed a whole 5-year plan for their in-service training, based upon the needs of the actual school..... 2 of my staff in the space of 18 months have gone on for promotion which they'd never have done before I'd actually motivated them to do that".

Transfer at 12+. "A lot of good work has come from that and links between the 2 schools have been very, very much improved". The report is "Getting into nearly all the schools in (borough)".

R11:Pastoral System. "It was useful and it was a good excuse as a new deputy to actually get them (heads of year) in and talk to them". Outcomes: "I meet with the year heads once a week. I'm trying to get them to manage their teams and I think they are managing them better although they've still a fair way to go. The way we choose our year heads has changed completely. They're now chosen on a more professional footing".

Senior Management Team. "It helped me to analyse the group dynamics and I think that was very important". "Very minor things were altered because of that. Changes to the staff handbook. Letting the staff know when the team met and what kind of things they discussed... I think we all made a conscious decision to talk more with the staff and bring in more of their decisions".

INSET. "There've been a number of changes from that. The main one being that departments now have to plan their INSET... their proposed INSET".

R12:Role of Deputy Head. "The deputy now has delegated responsibility".

Teacher-Parent Communications. "Came up with a school booklet". "There was no information for parents at all about the school. That's now being produced and it's given at a time when the parents want it".

Summary

These projects have patently had an institutional benefit, mediated by the ADEM students. They show that management styles have been

affected (R11, R12, P4); structures have been changed (R11); procedures have been established or amended (R10, R11, R12); communications have been improved (P1, R11, R12).

These have resulted not from the preparation of students for specific administrative tasks, but from their increased political awareness and their ability to apply research techniques. They are seeing management across the school's boundaries. Information has been collected, analysed and used to make decisions and to justify them to various constituencies.

What is in practice occurring is that these individuals have come to the heart of the task of management, as described by Shipman (1990). Information is the link between learning processes and the political environment, which must be handled in order to account for resource decisions.

vi. Other Indicators of Impact

In addition to institutional and personal benefit, it is also apparent that other individual colleagues have been helped - either by participating in the research or as a result of its recommendations.

P4's work on Records of Achievement has possibly had an authority-wide impact:

"What's also made it good, is we feel we're on the right lines because of the positive praise we've had back from the borough, who've also got their own pilot scheme going, and they have seen what we've done and I think they've pinched some of our ideas, in a sense." (P4)

The example R9 has set a colleague is similarly perceived to have been effective:

"The chap I was working with, sort of assistant I had that was under me, knew TVEI backwards because he came from a school that had TVEI. But he didn't have any management skills and I think that he actually took a lot of what I said in that (the research project) from the management point of view on board, and he actually took over the job after I left." (R9)

Meanwhile, the procedures started by R11 for one of her projects have now become an established part of her work.

"I meet with the year heads once a week. I'm trying to get them to manage their teams and I think they are managing them better although they've still a fair way to go."

Motivating colleagues to seek development and/or promotion

This is not merely a question of a likely growth in satisfaction as a result of performing more effectively. It has led to a better working environment, by setting a good example, involving colleagues and defusing tensions.

This is described by R10 as a change of style since he became head:

"Enthusiasm really. Being here all the time. My predecessor was never here. He was always out at the pub, or something, and he was a bon viveur.... I'm

always here and my staff are never in the building unless I'm here. It's just that feeling of - they respect the fact that I'm always around. I communicate with them."

R9 comments of his colleagues' involvement in the projects that it was

"therapeutic, I think, actually to sort of vent their, or suggest their ... as I say, they didn't see any other way of actually communicating their desires, fears and so on, and they saw it as a way of doing that." (R9)

R10 reveals that his management style has also been effectual in motivating staff who might not otherwise have sought promotion to do so. This is an indirect consequence of his studies as well as a direct result of the procedures introduced and planning of a 5-year INSET scheme:

"based upon the needs of the actual school itself.... The younger ones were motivated quite well. In fact, 2 of my staff in the space of 18 months have gone on for promotion which they'd never have done before I'd actually motivated them to do that.... And I've got a couple more this year who will be going towards deputy headships." (R10)

Research as an integral tool of management

An on-going influence of her studies is revealed by R12. Due to changes in the senior management team, her original project is out-of-date. She therefore intends to conduct a second study, in order to address the difficulties the new team is experiencing.

Another respondent (R13) has been so inspired by research that he says

"I would welcome opportunities to carry out research full-time for one year." (R13)

Impact beyond the school

R6, who has taken up a post as an Advisory Teacher since doing his research, feels certain that

"My present post can only have been aided by my last project, which investigated how the authority deployed its advisory teachers." (R6)

Another impact upon the local authority has already been mentioned by R10, whose work on transition has been widely read (see page 364).

Glatter suggests (1986) that the ADEM might be having an unrecorded impact upon other courses in management training. Respondents were therefore asked in question 15 (c) whether they had been involved in the design or delivery of any such INSET. Responses showed:

Before the ADEM:	Yes	4	(2)	Since the ADEM:	Yes	1	(0)
	No	5	(2)		No	9	(4)

Figure 45. Design/Delivery of INSET

There was, then, no direct cascade effect amongst these teachers. They were asked at interview to add to their answers, but this evidence would suggest that any impact that does occur is informal or, as one respondent described it, was "maybe sort of through osmosis" (R12). (See also Section 4B, below, for impact on practice). The potential for extending this influence is taken up in our Recommendations.

Impact thus extends both in space and time, touching the individual, the school, colleagues within the school and the local authority. It does not cease with the end of the course but is an on-going influence on practice, having been internalised into everyday management.

vii. Intangible Influence

We conclude this discussion with some comments which reflect feelings expressed earlier in the 1985 IET survey.

All of our respondents pay tribute to the ADEM and feel they have benefited from their studies:

"I've got nothing but praise for that course...It's done so much for me." (R10)

They find it difficult, however, to identify what has brought this development about or when it occurred.

"It's difficult to pin down" says P4.

R11 recognises

"I cannot say this is when it began to improve or that's where it began to improve" R11)

all she knows is that she feels herself to be more effective in her job. When asked if she attributes this to her management training, she replies

"I suppose I do, yes. But you could never prove it. But it must be the reason." (R11)

Summary

From the evidence presented in this section, there has undoubtedly been influence on both individuals and their schools as a consequence of their studies. Students have derived personal satisfaction both through career progression and through increased job satisfaction, as a result of their sense of effectiveness and value. Promotion may not have been an overt expectation of the course, but students' awareness of their management potential has been awakened. This has brought growth, achievement and recognition as well as advancement, all satisfiers as defined by Herzberg (1966), or, in terms of Maslow (1954), factors which meet esteem or ego and self-actualisation needs.

Once more, there would seem to be evidence of the O.U. having achieved 2 of its aims (page 205). Students have been equipped with investigative tools (aim 2) , and have applied their knowledge and skills to situations in their schools (aim 1). No sense of conflict has been found here. Although the O.U.'s aims were thought to favour institutional rather than personal development, for the reasons outlined above the course can be seen to satisfy diverse expectations. The two outcomes have proved to be compatible, school development arising naturally from the more informed approach of these managers.

The nature of perceived and actual outcomes achieved by the course offers a response to our question regarding the compatibility of meeting such individual and organisational needs. We conclude this section with a comment from R11 which testifies to the success of combining institutional and personal development:

"The last year (of the ADEM) I found actually probably the easiest of the 3 because you could do them (projects) as part of your job because you were doing them to benefit the school." (R11)

SECTION 5. WHY STUDENTS PERSEVERED WITH THE ADEM

There is an implicit assumption in our second question (Introduction page 3) that studying for the ADEM is onerous, adding to the pressures of an already stressful job.

The question of why students persevered with the course may be associated with their expected long-term outcomes of the course. Sections 3 and 4 of this chapter have considered anticipated and actual outcomes of the course, in so far as these can link cause and effect. Perseverance may alternatively indicate that students experience a more immediate sense of return and hence motivation to continue with their studies.

In order to investigate these two issues, instant reward and the feeling of stress, we look in this section first at the courses respondents studied for Part A, then move on to the projects they researched for Part B. Whilst providing evidence of students' immediate response to, and possible benefit from, the course, this data offers information about course utilisation (see page 18 above, National Development Centre for Management Training, Bristol). Respondents' motives for choosing these courses and research projects, and their comments upon them are, in addition to furnishing evidence of immediate benefits, also intended to be of value to the O.U. for reasons of accountability and as pointers for course improvement. The second issue, stress, is discussed at interview against this background.

1. PART A COURSES

Question 20 of the questionnaire asked which courses were studied for Part A (see Appendix 2 for details of diploma structure). Responses are tabulated in Figure 46, and derive from 9 and 4 respondents respectively, one member of the research group (R6, an Advisory teacher) having declined to answer this question.

Course	Research Group (N = 9)	Pilot Group (N = 4)
E222	1	0
E241	1	0
E323	5	4
E325	1	0
E333	7	3
E364	0	1

Figure 46. Part A Courses

The most popular combination of courses for both groups was E323, Management of the School (or its predecessor/successor) and E333, Policy-Making in Education: total number = 10. The immediate relevance to students of both courses is obvious, and must account for their popularity. R4 sums up his choice:

"In the limited time available, I had to be very selective regarding areas to be dealt with." (R4)

He therefore undertook two courses which he expected to be aimed specifically at teachers in his sector (secondary), and admits that he omitted study of parts

"dealing with under 11 and over 18 institutions." (R4)

Others imply an anticipation of being able to apply their new-found knowledge and skills in their schools. R14, for example, states explicitly the expectation of learning the

"Application of management models to aid change." (R14)

The Influence of Financial Aid

Respondents were asked (question 21) if the eligibility for financial aid (under the pooling scheme - see page 199) had influenced their choice of Part A courses. Replies to this question were:

Yes 2 (0)

No 7 (4)

Figure 47. Financial Considerations

1 of the 2 positive replies is explained at interview: having been redeployed, this respondent negotiated

"a personal sum of money that I could use for my own training. I think it was just to keep me happy." (R9)

In fact, had it not been for the moral obligation this led to, R9 admits that he may have given up his studies during the last year.

This sense of debt is echoed by another respondent who, likewise, was not influenced in his choice of course by the availability of financial aid, but who recognises that, being in receipt of it,

"It was an incentive to continue and complete the course."

(P4)

P1 regrets that, being a part-time teacher when she began the course, she did not meet the authority's criteria for financial support. When, in her second year, she was employed full-time and therefore did qualify for assistance, this "was welcome".

There would, therefore, seem to be no reason for students' choice of Part A course other than the intrinsic value it is perceived by them to have. There is no evidence to suggest that financial inducement under the pooling system has existed to attract them to certain courses. They have preferred those which offer the promise of immediate relevance to their jobs.

Pacing of Part A Courses

The two research groups differed however in the pacing of their studies. Whereas some of the pilots took both Part A ½-credit courses concurrently, all of those interviewed from the research group had studied each course separately, thereby taking 3 years for the full diploma.

In some cases, as we have seen (Part IV Section 2 above), this can be attributed to their evolving plans: on commencing the earlier courses, some had not anticipated going on to an advanced diploma. R9 explains

"The 323 and 222, I think, I did ... they seemed fairly relevant to what I wanted to do, so I did those. Then I left it for a while." (R9)

For R12, the Part A courses were prompted by a sense of deficiency on her returning to teaching, and were completed as separate entities.

"Then, having got the two, the Advanced Diploma just followed after that, and I carried on. I really did, it wasn't a calculated move. I just did the one and it followed on." (R12)

Meanwhile, another respondent, R14, had studied the 2 Part A courses for a B.A., and saw that EP851 would give him 1 credit towards an M.A., his ultimate ambition.

For others, it would not have been feasible to study 2 courses at once. R11 observes she

"Never thought to do them both together. And I don't think I'd have managed to do them both together. I hadn't done any studying - any real studying - since I'd taken my degree, and I found that first year very hard." (R11)

For her, the staged accumulation of ½ credits was a means to easing herself back into academic studies.

Even practised academics such as R9 and R10 took the 2 Part A courses separately. In the latter's case, this cannot be attributed to a lack of skills:

"I've got an MA already which was done by dissertation... so I'm actually quite academically minded." (R10)

Nor did he feel pressured:

"I didn't have any problem at all with the time because I just plan things." (R10)

His studies were, in effect, meeting growth and achievement needs, separate from the stimulus he felt from his formal role as headteacher.

R9, a PhD., might, similarly, have coped with the academic demands of the courses, but was content to enjoy the experience of protracted study during a period when he was professionally unfulfilled. The courses thereby sustained his self-actualisation needs at a time of professional stagnation (see Broussine & Guerier 1983 and Figure 13, page 154 above).

It was hypothesised that students may, because of the pressures of the GCSE, the National Curriculum and other initiatives, no longer feel able to find time for 2 concurrent ½-credit courses. There is no evidence of that being the case. Only one respondent made reference to these pressures being a possible deterrent to would-be students. When asked if she thought her numerous colleagues who were

studying with the O.U. had decided to do so because of recent initiatives, she replied

" I think they feel the need not to do it through that, because there's so much pressure being put on at the moment ... I should think that's a reason not to do something else." (R12)

The research might be replicated in order to establish whether students share this view five years on from the ERA.

The conclusion must be drawn that, if students prefer to spread their studies over a 3-year period, there are ongoing instant rewards, as well as possible long-term expectations of the course. These immediate benefits are associated with the work itself, a feeling of growth and achievement - some of the satisfiers identified by Herzberg (1966), and the higher needs for achievement and self-realisation described by Maslow (1954).

2. PART B PROJECTS

a. Which Topics

In question 22 (a), respondents were asked which topics they researched for Part B of the course. Their responses are detailed in Figure 48.

<u>Topic</u>	<u>Subject area</u>	<u>Number</u>	
		RG	PG
A Teacher-parent communications	I.	4	2
B Role of the governing body	MANAGING EXTERNAL	1	1
C Relations with LEA and officers	RELATIONS	1	0
D Links with employers		1	0
		—	—
		7	3
<i>E Major policy change in a school</i>	II.	3	0
F Role of a senior manager/group	LEADERSHIP AND	2	3
G Management of falling rolls	ORGANISATION	0	0
		—	—
		5	3
H Initiating change in the curriculum	III.	2	1
I Curriculum design & implementation	MANAGING THE	1	1
J Management of pastoral care	CURRICULUM	4	0
		—	—
		7	2
K Financial resource management	IV.	0	0
L Managing space or equipment	MANAGING	2	1
M Managing INSET for teachers	RESOURCES	6	2
N Managing INSET for non-teaching staff		0	1
		—	—
		8	4
		—	—
		27	12

Figure 48. Research Projects

Preferred Subject Areas

If the 2 research groups are compared by subject area, their profiles show a definite difference in emphasis. This might reveal either a response to the changing situation in schools, or else the different personalities of the 2 groups. The size of our groups must, again, urge caution.

Proportionately, Managing Resources and Leadership and Organisation have decreased in importance, while Managing the Curriculum has increased in popularity with students, though the former area has been the most popular choice for the research group.

The Management of External Relations has remained a fairly stable choice, representing approximately 25% of projects. A continuing perception of the need to manage relationships would endorse the political nature of senior managers' responsibilities. Together, the 3 most popular areas correspond with the packages Shipman has proposed (page 123 above), apparently confirming his view that learning is bound closely with resource and political issues, and that effective managers must be able to handle these, rather than rely upon some innate talent for leadership.

The changed emphasis might reflect the different motivations detected among these groups (Part 3, above), for whom career development was of less importance than matters affecting personal effectiveness. In the political climate following the ERA and

introduction of the National Curriculum, it is clear that issues associated with the management of change and in-service training have gained significance. Bearing in mind that respondents selected courses which they thought would be of practical use (Part A, page 369 above), the choice of research projects can be assumed to be a response to perceived needs. It also implies that students were seeking professional knowledge with a view to enhancing their individual or group performance. This complements the earlier findings that their motivation for studying had moved from point 3 on Bolam's spectrum (Figure 11, page 137) towards both points 4/5 and 2/1. This once again supports the compatibility, even the interdependence, of individual and institutional development.

Preferred Topics: The Management of INSET

Turning to the individual topics selected, the research group shows strongest interest in the Management of INSET. In the light of changes which have occurred since the ERA (1988), this may be significant. It is suggested that, as managers, respondents had perceived the deficiency needs of their colleagues, upon whom the success of these initiatives depends. It may also indicate an attempt to rationalise a hitherto uncoordinated area in their schools, perhaps responding to school development plan requirements (DES 1989b), which tie INSET to school needs.

R10 clearly sought to develop a policy for institutional benefit. Having surveyed all the staff as to

"What they thought their needs were, and what the needs of the group and what the needs of the school were" (R10)

he was able to draw up a 5-year plan. He recognised the problem of motivating colleagues. This was

"much more difficult to quantify because especially the older ones were quite content to sit out and wait for their pensions" (R10)

but he has succeeded in bringing about school development and has also helped the already-motivated to go on to more senior positions (page 326 above).

The fact that INSET was one of their current responsibilities led, in 2 cases, to the choice of this project. Whilst for R11 it resulted in the benefits discussed above (page 360), for R12 there was a sense of disappointment. She feels

"I think I was too closely involved with that. I couldn't stand back because I was doing it." (R12)

Relevance to role can, then, be double-edged.

It would seem that interest in this subject has increased since the pilot group took the ADEM. That must again remain a matter of speculation, however, as our figures may simply reflect the different interests and roles of 2 sets of respondents whose numbers are too small to be of statistical significance.

Teacher-Parent Communications and The Management of Pastoral Care

The second most popular topics for the research group were those of Teacher-Parent Communications and the Management of Pastoral Care. The former was also identified by the pilot group as of priority. The choice is, once more, noteworthy in view of Open Enrolment and the requirements for reporting to parents (DES, 1990). As before, this topic appealed to respondents because of their personal responsibilities and its immediate relevance to them. Although the pilot group also held such responsibilities, they did not see it as an area to be explored. This would seem to reflect the low profile given to that aspect of their roles: at interview, they presented as predominantly task-oriented, and curriculum-centred, whereas the research group were more pupil-centred. With the more recent requirement to publish unauthorised absence figures (DES Circular 11/91), it might be anticipated that the relevance of good management skills in the pastoral sphere has increased yet further.

The Management of Change

The research group displays keen interest in the Management of Change. Taken together, areas E (Major Policy Change in a School) and H (Initiating Change in the Curriculum) constitute the second most popular theme. Specific topics researched include Records of Achievement, PSE and TVEI, all of which could be seen as a response to national initiatives and of immediate relevance to respondents' roles. For example, R4, a TVEI coordinator, chose

1. Managing INSET in schools
2. Managing change
3. Managing TVEI

R8, a Head of Year and TVEI coordinator, researched the following themes:

1. A space utilisation survey of the non-specialist teaching areas in the school
2. The introduction of Records of Achievement in the 4th Year
3. Investigation of written and face-to-face communications used in contacting the parents of pupils in Years 2 - 4

She explained these choices thus:

"(they) interested me and were relevant to what was happening in the school." (R8)

An advisory teacher, R14 chose

1. INSET analysis in school
2. Records of Achievement
3. Technology for all

because of

"accessibility and involvement of me as organiser/initiator or participant in change process."

Topics Attracting Little Interest

The topics which attracted no interest were G, The Management of Falling Rolls, K, Financial Resource Management, and N, INSET for Non-Teaching Staff. The 2 research groups were agreed in rejecting these themes.

Explanations can again be no more than conjecture, but it is likely that these issues were not seen as priorities because they were remote from everyday responsibilities. Demographic figures indicate that schools have passed through the worst of the trough (see Shipman, 1990, page 33) though the adverse effects of open enrolment pose a very real threat to some schools. The management of non-teaching staff is subject-specific, affecting only some departments eg. science technicians, or those in senior management positions, having responsibility towards ancillary staff. As regards topic K, it may be too early in the history of LMS for teachers to feel ready to research this subject.

Analysis of topics selected by current students of the ADEM might be compared with these in order to establish whether the trend has continued or whether, five years after the ERA, topics deemed relevant have changed.

b. Reasons for Research Project Selection

The explicit reasons respondents give for their choice of projects were first elicited through question 22 (b). They were given as:

	RG	PG
Relevance to job/role	5	3
Interest	2	4
Value to school	4	
Ready access to materials/information	2	
Previous knowledge of the subject	1	
For professional reasons	1	
Just taken up new post	1	
Areas needed investigating in order to develop them	1	

<i>Deputy head needed help/guidance/support</i>	1
<i>To test and verify theory (re. links with Advisers)</i>	1
<i>Random choice</i>	1
<i>Asked by Senior Management</i>	1
<i>Governed by time available for 3rd project</i>	1

At interview, respondents were asked to elaborate on these replies.

It is clear that for both groups the immediate relevance of a subject to their work was paramount, whether explicitly stated or implicit, in, for example, the explanation that a respondent

"Had just taken up a new post." (R12)

For the research group, potential value to the school and ready access to information outweighed personal interest, whereas the pilot group was more inclined to pursue topics of interest to them.

Answers to question 22 (b) fall into five natural groups. Topics were selected as:

1. Having professional relevance to respondents' roles
2. Being of personal interest
3. Having potential use to the school or to a colleague
4. Being a feasible area in terms of access to materials and information
5. Being negative options

At interview, respondents were asked to elaborate on their replies.

1. Professional Relevance to the Individual

P4 had found in Part A that he was being

"Encouraged to read materials and get background knowledge in areas which were of help to me in the type of work I was having to do as curriculum deputy" (P4)

therefore it was as a natural development of this approach that he selected two of his projects: "I, The Development of the School Curriculum at High School", and F, "The Role of the Senior Management Group at High School".

R11's projects are similarly inspired by her role. As a newly-appointed deputy head, she selected to research:

Project J. The Introduction of a Pastoral Curriculum into a secondary school and the extent to which the parallel appointment of Heads of Year facilitated its development.
Project F. The Role of the Senior Management Team, its decision making and communication with its role set.
Project M. The Analysis of Current Practice and Future Needs in INSET for the Development of a more Structured Staff Development Policy.

She accounts for the choice of the third project thus:

"That's one of my responsibilities and that's why I selected it." (R11)

Like R10, however, she reveals an expectation for there to be a close link between personal interest and professional relevance.

R10, a head teacher, notes

"I was interested in the transfer (at 12+) because that's very, very, ... a red hot potato in at the moment.

That was relevant to me, particularly operating Key Stage 3 in a primary environment" (R10)

hence his choice of project M. He expands upon his answer to question 22 b, that

"These topics were appropriate for my school"

by explaining

"I think that the work that I did was looking at, part of it was looking at, the way in which transfer could be made easier, so that you didn't get what M. Galton calls this great decline when children transfer from primary to secondary. You know, there are some children who literally go back 2 years. The vast majority in fact plateau for a while and then go on. And of course any work that could be done to improve that would be valuable." (R10)

2. Personal Interest

To distinguish this from professional relevance may, as R10 and R11 testify, be an artificial separation. The former does, however, himself make a distinction between the two motivations. Of his third project (The Role of the Governing Body) he admits

"I was interested in it, but that would have been purely academic interest." (R10)

He accordingly values the contribution of this work less than that of his other projects, which had more tangible benefits to the school and the authority. Of his work on 12+ transfer, he notes with satisfaction

"a lot of good work has come from that and links between the two schools have been very, very much improved. And my own knowledge of our high school has been very much improved. In fact, I got facts and figures which will actually prove that our girls do better than anybody else's from the borough. So I was actually able to come up with those figures. That report - I get phone calls saying 'Can I borrow your report on the transfer?' So its been quite useful." (R10)

For R11, the choice of her three projects

"Just seemed to come very naturally, the 3 of them. Because they were things I was interested in, things that I just wanted to explore further." (R11)

She too links interest with validity, in her case to the school.

Having concluded of all 3 projects

"They were very, very useful"

she singles out the one on pastoral work

"It was useful and it was a good excuse as a new deputy to actually get them in and talk to them about what they were doing, how they were doing it and why they were doing it, or why they weren't doing it." (R11)

This suggests that these respondents felt a professional obligation/accountability when undertaking their research. While able to enjoy the work for its academic stimulus, they felt a need for this to be supported by its having a potential value to their schools, thereby justifying the time and effort put into what would otherwise have seemed to them a pleasant, but professionally unacceptable use of their energies.

3. Institutional Benefit

Most respondents who worked on projects which held the promise of institutional development or of aid to a colleague made this selection of topic themselves.

Deficiency needs perceived on appointment to school

We have already discussed R10's decision to investigate INSET arrangements at his school (page 360). Like R11, he took up a new post part-way through the ADEM. Consequently

"I did the in-service training immediately I came to the school because there hadn't been any effective in-service at all." (R10)

His second project, 12+ transfer arrangements, also derived from a professional concern. As we saw above, both pieces of research did indeed lead to positive institutional benefits.

R11 too, as a new-comer to her school, saw deficiencies which the research projects were able to tackle. She says

"I had no trouble choosing something within the parameters... The last year I found actually probably the easiest of the 3 because you could do them (the projects) as part of your job, because you were doing them to benefit the school." (R11)

It was because of this relevance that she felt justified in indulging in research, an obvious source of personal enjoyment, but

not morally acceptable to her without its wider brief. As with R10's work, her projects have led to institutional development:

"There've been a number of changes from that."
"It was useful feedback." (R11)

R12's decision to research the role of deputy head was also a consequence of her taking up a new post, on a C allowance which added Professional Development to her existing responsibilities as teacher in charge of INSET, and Head of Lower School. Observing that her responsibility for INSET left the deputy head with no real responsibilities,

"he just floundered. He was left just collecting the tea money and putting up the weekly notice board. And that was a problem. He needed a definite role." (R12)

she studied this problem and was able to produce a report that led to the deputy's having

"a definite role".

It was as an 'outsider', being Acting Head of the infants' school which later amalgamated with the junior school, that she had noted the lack of information about the school available to parents. A study of this has been instrumental in the school's production of a booklet for parents. R12 sums up thus her reasons for choosing the 2 topics:

"I was influenced in that, as far as knowing what the parents wanted and the frustration that the deputy was feeling." (R12)

She tempers the altruistic note by admitting

"I knew what I wanted - Machiavellian, isn't it called?
- I knew what I wanted." (R12)

The coincidence of each of these respondents being new to their posts should be noted. The need for them to prove themselves within their new schools, by being seen to be effective, is clear. They thereby gain credibility with their colleagues, whilst bringing benefit to their schools, which they are able to see more objectively than their established colleagues, once more combining personal and institutional development.

Deficiency needs perceived by management of school

In contrast to these respondents, P1's work, which was aimed directly at school development, was not a personal choice. She was asked by senior management to investigate INSET arrangements at her school because

"They had to do it... They were asked to evaluate their INSET provision for the year." (P1)

It is significant that, while the above projects had positive results for respondents' schools, this one did not seem to lead to

any action. P1 acknowledges that the work was hampered by difficulties of access to key figures over the holiday period

"access to the head was difficult at the time I was writing it, because it was over the summer holidays and new year." (P1)

In other words, she had planned the timing of the project badly, and its lack of success was partially due to this. But P1 observes of her conclusion

"Senior management wanted it dressed up in a different term. But there were some very good recommendations, I thought." (P1)

Two inferences may be drawn from P1's experience. Firstly, that the projects need to be the researcher's own choice, in order to gain full commitment on their part. Secondly, unless the researcher has a certain degree of influence (which P1, as an I/A B teacher did not have), they are less likely to impact upon the school. She herself observes with some bitterness:

"My present post has no power with it. What it's done is show me ways I could do things had I got the position, so that when I eventually I hope, make departmental head, then I should be in a position to know how to manage that department. That will help me as a middle manager." (P1)

This potential long-term outcome does not give her any immediate sense of fulfilment.

4. Feasibility: Access to Data Sources

There is, implicit in the choice of many projects, recognition of the importance of having access to information, or a background knowledge of the subject, an advantage of respondents' own role or experience.

R10 expresses this overtly in regard to his third project. He admits

"I did that really because I'm the chair of a governing body at a school in and I thought, well, it's easy enough to do. I've got my own governing body here. I've got another." (R10)

Accessibility alone is not sufficient for the work to meet respondents' hopes. R10 acknowledges that he found it

"Interesting but not useful"

to make this study, again inherently suggesting that personal reasons should be accompanied by an institutional aim, in order to realise both personal and organisational expectations, long and short-term satisfaction.

This example suggests that, where feasibility of a study supersedes a positive desire to research the topic, the outcomes of the project are less beneficial in practical terms, and inspire less sense of achievement. Projects therefore fail to enhance the motivators of achievement and recognition.

There is a clear link at this point between respondents falling back on the feasibility of a subject for study, and negativity of selection, which brings us to our final group of projects.

5. Negative Options

Effects of the ADEM grading system

R10 says of the governing body work

"I did that because - really did it - because I was ... not because I was running out of time, but because I'd done so well with those other 2 that it wasn't worth messing about and trying to do a really deep one." (R10)

He had already achieved such high marks for the first two projects that he was assured of a Grade 1 pass in the ADEM. We might infer from this that organisational aims then became a lower priority for his studies than meeting the requirements of the course. Whilst he gained the qualification and hence long-term satisfaction, the short-term sense of achievement was not realised.

Time constraints

Time was a factor in P4's choice of projects. Although

"I had thought of what I was going to do, the one I'd planned to do, there was no way I was going to do it."

Political events in his borough had led to a severe crisis, his school was closing and he had been unable to keep up with the ADEM.

"My day revolved around just simply going into a classroom and standing in front of a class and teaching it, and spending the rest of the time working out various strategies in order to cope with the situation. And so Open University just went out of the window." (P4)

Consequently,

"I was then left with, at the beginning of October, to get a third project completed in 3 weeks." (P4)

P4 therefore looked for a project that he could

"Do in 3 weeks, which is going to involve me in the minimum of research, but I can do something which I've got a lot of background knowledge of, yet produce in the time and meet the deadline." (P4)

Thanks to a compliant tutor, and by personally delivering his (hand-written) report, he produced a work that met the requirements of the O.U., albeit after an extension to the deadline.

If it met the O.U. standards, the project did not achieve anything for the school. P4 notes

"I was in fact re-treading old ground I was only regurgitating what I already knew." (P4)

On a personal level

"I'm more aware, I have a greater understanding of the situation in the school. I think that's the best I can say." (P4)

This note of disappointment reflects a sense of failure to achieve an implicit expectation, that he could produce an influential report. His self-esteem needs were, therefore, left wanting.

The third project earned P4 a mark only one point less than that he received for another project, on which he had worked much harder. This, and the point raised above by R10 (page 391), are matters of concern to which we shall return in our Conclusion.

Random choice

For P1, selection of a third project was totally random. She recalls

"I was desperate. I had 3 glasses of wine and I did this (closed eyes and dropped pen on page). Parent-teacher communications came up and I thought, Yes, why not?" (P1)

As with her other projects, she expresses personal interest in the work once the choice had been made:

"when I get involved, I really get interested. So I was interested once I got involved. It was making the decision to do it that was the most difficult." (P1)

There is no evidence of professional or institutional benefit deriving from this work, however:

"Things that I found out about the school, like finding out what the parents thought about the school, that was terribly useful. Everything was, like, potentially useful, but nothing happened as a result." (P1)

Once more, P1 attributes this to her lack of status.

"I think that's because it's come from the bottom. I'm not in a position of power to implement and a lot of people see that sort of thing coming from the bottom as potentially threatening." (P1)

Summary

Comments about the range and nature of projects confirm that personal interest and relevance to the school were vital to students' continuing motivation for their research. There was an implicit expectation of institutional development. Their studies are buoyed up by the feeling that they are directly related to their work situations. As such, they may potentially meet deficiency and/or growth needs - for the individual or for the school. Accompanying this desired, long-term outcome, is the immediate awareness of being involved in a worthwhile study, which is of personal as well as professional interest, and so builds up respondents' sense of worth and achievement, motivators identified by both Herzberg (1966) and Maslow (1954).

We have evidence of the research projects enabling students to enjoy a sense of responsibility and achievement. Because Herzberg's motivators are present, respondents are sustained despite any pressures this extra work may bring.

There is a strong feeling among respondents that research for purely personal reasons is morally unacceptable. The linking of course demands to their working situation provides them with a professional justification for engaging in an activity which they clearly enjoy, and from which they derive immediate intellectual pleasure, but which they would not find professionally acceptable without there being a potential institutional value.

These findings correspond with evidence presented above (Part IV Section 2), regarding the expectations of course participants. The quest for increased professional knowledge and personal effectiveness is satisfied through the research projects. Since these works have a direct institutional benefit, there is no discrepancy between what respondents perceived as indulgence in pure research and their sense of professional responsibility. Mutual benefit to school and individual occurs as desired and actual outcomes coincide.

3. ASPECTS OF MOST AND LEAST INTEREST IN THE ADEM

We have discussed above (page 376) respondents' assessment of the utility of the ADEM. Questions 23 and 24 of the questionnaire also asked them to identify and explain the elements of their studies which were of most and least interest to them on a conscious level. This information is used to corroborate the inferences we have drawn from their impressionistic views.

Questionnaire responses to Question 23 (b) cite the following areas of interest:

	RG	PG
Projects	6	3
Management of the school	2	1
Those dealing with the secondary school	1	
Course materials (but NOT readers)	1	
Part A courses		1
Elements dealing with curriculum	1	
Use of models	1	

Figure 49. Areas of Interest

Areas of Interest and Usefulness

These areas might be compared with the elements identified as being of most use (page 376 above). The research projects are clearly the most enjoyed aspect of the course, corresponding with the perceived value of research methodologies, followed by management of the school, which also supports the usefulness of E323, management of schools and secondary-focused materials cited earlier. The reasons for this have already been noted: practical relevance to role and to work situations. Areas of interest are thus identical to those of perceived value.

By contrast, the elements of least interest to respondents were:

	RG	PG
The examination (in Part B)	3	
E333 (Information on H.E.; Part 1)	2	1
Those parts dealing with pre 11 and post 18	1	
E323 - outdated parts		1
E364		1
Interview techniques	1	

Figure 50. Areas of Least Interest

Examinations

There is a difference in emphasis between the research and pilot groups. While the former group felt strongly that the examination was inappropriate, though they recognised the reasons for having it, this point was not mentioned by the pilots.

As before, the groups are too small for any statistical comparisons to be valid, and can best be examined by considering the feelings expressed by each individual.

R10 states

"I thought that was unnecessary. It was almost an insult to our intelligence to have to take an exam. I found the exam very it almost trivialised the work you'd done before." (R10)

Likewise, R11 feels

"The exam I thought was very artificial." (R11)

R12 concedes

"I can understand the reason for it but I don't think it was appropriate at all." (R12)

The nature of the examinations themselves is questioned by R10, who claims

"You could work out very carefully which texts were going to be analysed" (R10)

thereby devaluing the assessment. This view is contradicted by R9, who clearly finds the examination stressful, but implicitly acknowledges the demands and hence the value of such an assessment:

"You couldn't sort of read the books the day before the exams and get through, so there was that much pressure to actually get the research in at the deadline." (R9)

Relevance of Courses to Responsibilities

Respondents agree in implying that lack of relevance to their situation is a source of disinterest. This arises from two counts: either courses deal with sectors irrelevant to their immediate situation, complementing the views expressed regarding the usefulness of the ADEM (Part 4 above), or else course material is thought to be out of date.

As was found for the examination, respondents' views on the relevance of specific courses vary, though they are in general agreement that where a course does not have an obvious relevance, their interest is not engaged.

For R11, the immediate application of E323 was clear.

"As I was studying it, I could then come into the work environment and you could reinforce that because you were looking at leadership." (R11)

Of this same course, however, P4 notes

"Parts of the course - certainly E323 - was a little dated at the time and I found myself frustrated because I was aware that it had been written before ... things were changing quite considerably in '86." (P4)

Her interest began to wane at these points.

R12 expresses a similar irritation with materials that were too far removed from her everyday experience to seem relevant.

"There was some primary in there but there was a lot of secondary and a lot of America ... let's have a little

bit of research done here so they can relate to England
... And a bit more primary." (R12)

R11 pinpoints two aspects that she found missing from E333, the practical application of materials, and the inclusion of materials appropriate to all sectors of the education system.

"There was little that you could actually do there."

E333 was, she felt,

"The least relevant. Mainly because being an independent school teacher it just was NOT relevant." (R11)

Another respondent identifies a topical lacune

"The new Education Act coming in and LMS and so on, we needed some information on that sort of area, or to be guided to the right books to read, or whatever." (R9)

E333 is also questioned by R10, but his comment suggests a criticism of some students' abilities rather than of the course itself.

"A lot of people I did E333 with were unhappy about that course. They didn't see the need for an overall perspective on education policy." (R10)

Part B, EP851, was of particular interest to one respondent:

"They (the projects) were very, very useful" (R11)

whereas another opined of the same course

"I don't think EP851 was as useful." (P1)

Intellectual Demands of the Course

Respondents are alike in expressing difficulty in coming to terms with E333. R10 notes

"I enjoyed it after the initial shock" (R10)

and R11 admits

"That was the one that was most difficult to understand."

P4 explains what was perhaps the cause of other respondents' difficulties:

"I found it a difficult course to follow. I found a lot of it too abstract." (P4)

Meanwhile, R10, rather than admit to a personal shortcoming, suggests the problem was one of course structure:

"I think, perhaps, it could have been addressed a bit more interestingly." (R10)

Although she, too, comments on the aridity of E333, R11 would not wish to dismiss the course.

"It was hard, it was dry etc., but I think it does have a relevance in that one knows there is a theory to policy-making." (R11)

The Role of Tutors

The part played by tutors in supporting students seems to have been unreliable.

"It depends on the tutor" (P4)

remarks P4. R10 differentiates, by implication, between individual tutors, remembering most the least helpful of his:

"I had a dodgy tutor for E333." (R10)

P1 also feels that the assistance of tutors

"wasn't critical"

though she admits that was possibly her choice

"I think had I not had that experience with the M.A., probably I'd have had to be a bit more in contact."

P4 makes a similar comment

"I don't think I used the tutors as much as I could have done, to be honest" (P4)

acknowledging that

"They are useful back-up. Someone who's not from that background certainly needs a bit more." (P4)

R11 and R12 also chose not to use their tutors. R11's played

"not a very great role." (R11)

For R12,

"There wasn't really a lot of contact at all." (R12)

Two respondents ran into disputes with their tutors. R10 records

"I had words with him. I queried an assignment... I didn't go to any more of his tutorials because there was a paired tutor I could go to." (R10)

In the case of R12, having observed of her research approach

"My tutor didn't approve of these things" (R12)

she recalls with some bitterness

"There's another one (copy of her project) floating around somewhere that I've said is confidential" (R12)

but was never returned to her after marking.

R9 constructively offers a solution to the under-use of tutors:

"You really needed to see the tutor fairly early on and though officially the course starts in February, that seemed a bit late." (R9)

O.U. Arrangements

As already remarked by respondents, distance learning is recognised to be a valuable means for working people to acquire qualifications, without interfering with their jobs.

"It's a good way for people like me who haven't a degree (because when we trained we were certificated and nothing else) to get a higher degree." (R12)

There were, however, a number of criticisms of the system, which two respondents claimed was open to manipulation. Speaking of his lack of commitment to the third project, regurgitation of data he already possessed, which he tendered late, after an extension to the deadline, P4 says

"I bent the rules badly on this one ... I got round the system." (P4)

These sentiments are echoed by R10, who says a friend

"knows how the system works. He does just the bare minimum." (R10)

R9 suggests the value of research projects might be questionable

"It's very easy, or I found it very easy, to sort of slip back in, into, numbers. Just collect numbers and send them off as a report" (R9)

whilst R10 explains that students can be selective in the material they use, yet still succeed on the course:

"I think there's an element of that when you do the O.U.
You can be careful." (R10)

For R11, the administration of E333 is found wanting.

"I felt they were a bit slow sending the second batch of
books out (for E333) and in fact I borrowed 3 from this
friend of mine so that I could be getting on with it."

Contrary to this, R12 can only praise Part B:

"It (EP851) was well-structured and it was well laid out,
and it was all appropriate... It was just thoroughly
enjoyable." (R12)

Despite earlier criticisms, respondents nevertheless acknowledged
the challenge of studying for the ADEM, which required time and
commitment.

"It was actually a course that needed your total
commitment all the way through." (R9)

P4 had been warned of this before starting the course:

"Unless you have the time - and you need a lot of time to
do it - she said it's unwise to take it on because you'll
just fall between two stools. And she proved very right.
I found it took A LOT OF WORK." (P4)

This feeling is reflected by other students:

"People summed it up at the first tutorial I went to:
they felt they couldn't muddle their way through this
particular course." (R9)

R10 twice refers to a bias in the course content.

"There was certainly an element of Marxism in the course.
There's no question about that. Certainly E333. I'm
not criticising it for that." (R10)

He later adds

"It (the O.U.) certainly is a Marxist institution. I mean,
I think they would admit that, wouldn't they?" (R10)

Summary

Throughout this section, the same themes recur. Respondents were motivated in their studies by personal interest and by the perceived relevance of course materials and research topics to their work situations. Conversely, interest wanes when materials lose their immediate applicability. Whereas students persevered against problems of access in conducting their research, or against the stresses of having to sit an examination, because they anticipated a worthwhile outcome, they were less happy with the more abstract elements of the diploma, because these did not seem to have an immediate relevance.

Dissatisfaction also arose when administrative and organisational elements of the course failed to meet respondents' expectations. These issues provide valuable data for course planners.

This would suggest that respondents were again reacting to some of Herzberg's motivators, notably feelings of growth and advancement, which in turn create a sense of achievement and recognition by colleagues. Put in terms of Maslow's model, students were meeting esteem/ego needs and those of self-actualisation. When they lost interest and were irritated, they were experiencing hygiene factors associated with O.U. policies and administration, and, in some instances, with supervision.

4. THE NEED TO PERSEVERE

The first research question (page 2) implied that studying for the ADEM would increase teachers' workload at a time when schools were having to manage the introduction of many centrally-derived initiatives. Question two asked why they persevered with their studies, given the decreased opportunities for promotion.

In order to examine whether there was any evidence of stress, the researcher did not rely solely upon the interpretation of chance remarks made at interview. In the final part of their interviews, before any of the above comments had been analysed, respondents were asked explicitly if their studies had been the cause of any stress, or if they had felt the need to force themselves to persevere with the course. Their replies confirm the points subsequently extracted from the interviews.

A. Causes of Stress

All but one piloter and two of the research group admitted to having experienced some stress during their studies. We consider first the sources of this.

Time

Time was the factor most frequently mentioned. R9 is typical when he says

"The last project I nearly gave up because I hadn't collected enough information." (R9)

Like P4, who also had to rush a third project, he found conflict between work and study commitments. He refers to

"Depressions on the course - to get the course done, or what you needed to do to get the projects completed, actually were antagonistic to pressures at work." (R9)

P4 observes that time is a major constraint in all schools, and attributes his conflict to the competing demands of his managerial responsibilities and his teaching.

"I'm very conscious - I didn't actually put it down there - but because of the duties I have as a deputy head, I think I short change my pupils I'm teaching." (P4)

For these respondents, achievement was being impeded by an overload of activities, so that tasks were completed, but not to the level they set themselves. A potential motivator was therefore missing.

The problem is exacerbated by the fact that, as time moves on, priorities change.

"And though you'd picked a project that was interesting at the time and quite demanding at times, things had moved on and you were involved in other things that had taken precedence." (R9)

Hence, relevance is reduced and another potential motivator is lost.

For other respondents, the school year brought crisis periods. R11 speaks for them all when she says

"I found it very difficult to find time to do it at certain times of the year. I went weeks and weeks at the end of terms not doing anything simply because I was so busy at work." (R11)

This putting off of work leads to a feeling of anxiety that tasks are not being cleared. Respondents are not able to meet their esteem or ego needs.

Access

Access to the people needed has already been discussed as being vital to the successful completion of projects. We have seen the way in which some respondents avoided the potential hazard by opting for topics which they knew relied either on readily-available statistical data, or on people with whom they had regular contact.

P1, however, expresses concern over the inaccessibility of key figures during the summer holiday, and bewails the consequent lack of substance to her report. She was to learn by bitter experience the necessity of considering this issue when first planning a research project. Failure to anticipate this led to a project which did not satisfy her need to achieve. Instead, it increased her awareness of her 'inferior' status and unsatisfactory relationships with colleagues. This introduced hygiene factors typical of Herzberg's demotivators.

Conceptual Difficulties

R11 admits of the course

"I think at times I did find it very difficult." (R11)

A possible explanation of this is given by R10. Referring to the 'initial chunk of politics' in E333, he conjectures

"I think the ones that found it troublesome were the ones that hadn't taken it in.... Once you'd got over that, assimilated that, then everything became very straightforward and simple." (R10)

There is a suggestion from R11 that it was not merely a question of conceptual understanding. It was a matter of self-discipline:

"I always said that I would rather have been doing something else other than sitting at a desk studying."
(R11)

She continues

"It was the mental effort that I would rather not have been expending - we're all a bit lazy, aren't we?"

Respondents are here testifying to the need to feel competent and to achieve. Where they struggle, or fail, to do this, they fall short of meeting their esteem/ego needs.

Drive to Succeed

This factor is clearly linked to students' desire to achieve tangible goals. The drive to be successful brought stress to some respondents. Although an able professional, with an outstanding intellect, R10 says of the final examination

"It did give me some sleepless nights as well... I worry about exams, I always do." (R10)

R11 is more philosophical. She feels

"You tend to get a bit keyed up about exams, but not unduly stressed." (R11)

Accordingly, she says of the examination

"I just wanted to pass that, because I just felt it was so unnecessary." (R11)

These two respondents are displaying different attitudes towards esteem needs. Though different, each has an implicit expectation of him or herself, and is satisfied when it is realised.

For P1, there is acute frustration that her career aspirations are not being realised. The ADEM gives her an opportunity to play a part in formulating plans for her school, but she recognises

"I'm not in a position of power to implement and a lot of people see that sort of thing coming from the bottom as potentially threatening." (P1)

She continues

"All I can do is influence and I've tried that. And I work hard at that but it's quite exhausting, as it's at the bottom." (1)

Her esteem needs are not being met because of her lack of status, once more bringing to the fore a hygiene factor which demotivates. Her situation is consistent with someone in sector (b) of Broussine and Guerier's model (Figure 30, page 290 above), where individual and organisational aims are in conflict.

The causes of stress can, therefore, be attributed to personal expectations and the drive to succeed. These correspond with Maslow's esteem/ego needs and self-actualisation needs. When expectations are met, respondents experience satisfaction, but when they remain unfulfilled, demotivation grows. Practicalities such as the management of time and access to sources of data, if not managed correctly, prevent the presence of motivators born of self-actualisation and recognition. They introduce feelings of insecurity and frustration with inhibitors beyond respondents' control.

Reasons Suggested for Persevering

Despite the stresses of the course, students persevered with the diploma. Motivation tends to be associated by them with a sense of moral duty, the quest for achievement or recognition.

Financial and moral obligation

P4's motivation to continue in the face of stresses which made him feel like giving up come partly from a sense of moral obligation. Having been sponsored by his LEA, he recognised

"I'm one of those people that, if I'm given something, I'm duty-bound to earn it." (P4)

There is a feeling of responsibility towards himself, but also a financial consideration. He notes

"I had 2 motivators: one, I'd been given money and I didn't want to go back, pay that back, to because I'd lose out, because if you don't do your course you're liable to be surcharged for it. Secondly, I was saying, Well, you've got this far, keep going. And so, that was the sort of motivation that was keeping me going at the end. If I hadn't had that financial spur, I might have given up, I'll be honest." (P4)

On balance, it seems that the financial obligations outweigh the sense of wanting to achieve. He was responding more to the lower order safety needs than to the higher esteem needs of Maslow's model.

R9, too, was prompted to continue his studies by a sense of duty. He suspects

"I don't think my wife particularly liked me doing the courses - it was just at that point, she'd suffered enough" (R9)

and consequently she urged R9 to persevere when he would have opted out of the course. His sense of moral obligation was one of professional pride, linked to the esteem and ego needs for recognition and achievement.

B. Absence of Stress

For three respondents, there was no awareness of the course causing them stress, though, in fact, there is evidence from our examples above that there was some tension present, even for these respondents. The 3 respondents who believe they experienced no sense of stress or need to persevere in order to complete the ADEM have a shared approach to their work. The element of stress detected would seem, for them, to have been creative.

Intellectual Enjoyment

These respondents are motivated by a keen sense of enjoyment. R10 observes

"I found it fascinating. I didn't need to be motivated. I mean, I just did it." (R10)

Apart from the relevance and professional interest described above (pages 375 on), there was for him an intellectual stimulus:

"Listening to arguments of colleagues, I just found that fascinating.....could see through their arguments!"

This gave him a sense of growth and self-fulfilment. He is fulsome in his praise of the course. For him, the sense of achievement is the driving force

"It's done so much for me ... It was a very rewarding course." (R10)

The enjoyment he gets from learning is clearly associated with self-actualisation needs, as he experiences a sense of growth through his achievements.

Personal Organisation

The way in which these respondents organise themselves would seem to be instrumental in their avoiding stress. R12 feels

"By planning and organising yourself it was okay." (R12)

Like R10, she recognises the value of having an area to study in at home. Furthermore, she has an academic husband who understands her work. Not only does she plan her long-term study to fit in with her school commitments, she organises her regular study by swapping roles with her husband on Saturdays:

"I work on Saturdays - always. My husband deals with everything else that goes on." (R12)

Free of a need to worry about the lower safety and social needs, she is able to develop the higher order esteem and self-actualisation needs.

R11 has a similarly methodical approach. When planning her projects, she explains, she took time out of, rather than put time into, her week, allowing her, too, to concentrate upon higher level needs.

Prioritising

As an integral part of this planning, priorities must be established. R10 encapsulates this:

"You must prioritise, that's all. You've got the pressures of the children, and the pressures of school - you've got to prioritise." (R10)

He is effectively illustrating that, once physiological, safety and social needs have been met and put on a less threatening level, the needs associated with recognition, achievement and growth can be addressed.

Summary

Our assumption that undertaking the ADEM may have caused respondents stress, against which they had to persevere in order to complete their studies, would seem to be valid to some extent. Although certain strategies are suggested for reducing stress, most respondents reveal evidence of having experienced pressure at some point in their studies.

The sources of stress lie in a variety of areas, ranging from personal to external factors. The stress leads to demotivation when external factors such as lack of status, policies and poor administration on the part of the O.U., and bad relationships with colleagues, are present. These are consistent with Herzberg's

hygiene factors, which militate against satisfaction. They are, in Maslow's model, preventing the realisation of esteem/ego and self-actualisation needs, since the respondents are unable to move on to these higher order needs.

The conceptual difficulties some respondents experienced with parts of the ADEM are also demotivators, threatening their competence and ability to achieve.

In terms of accountability, moral and contractual models are found. The reasons put forward by respondents themselves for their persevering against difficulties reflect the moral and contractual dimensions: where sponsorship was given, students felt an added impetus to continue to the end.

This sense of accountability moved concentration towards meeting the more fundamental, safety needs of Maslow's theory. Respondents accordingly derived less sense of achievement or recognition, concentrating rather on the need to eliminate potential threats.

The reasons we have inferred for respondents' perseverance are therefore associated with the matching of outcomes with expectations, supported by the enhancement of immediate motivators such as a sense of achievement or value.

Even when respondents were not aware of having experienced any stress, there was some suggestion that it was present. However,

because of the predominance of motivators such as growth and achievement, the stressful factors were reduced to negligible levels. These respondents were motivated by the realisation of their higher level, esteem/ego and self-actualisation needs, which were stimulated by the presence of additional adrenalin.

The evidence, would, then, suggest that the students in this research were acting consistently with Maslow's and Herzberg's theories of motivation. Where they are responding to professional accountability (Model B, Figure 7 page 89 above), more satisfaction is derived than where moral or contractual accountability is felt (Models A and C). The implications of this are that, for teachers to benefit most from INSET activities, their studies should derive from Model B. Where training is imposed, motivation is liable to be reduced, to the detriment of individual and institution.

Whilst they experience the motivation to continue training and are meeting their own personal and professional needs, it has been shown that teachers are able simultaneously to bring about institutional development through their increased effectiveness. The implications of this are taken up in the Conclusion.

CONCLUSION

Focus of the Research	419
Aims of the Project	419
Constraints	419

A. THE STUDENT BODY

i. Gender	421
ii. Age	421
iii. Role	422
iv. Professional Background	423
v. Components Selected for the ADEM	425
vi. Conclusion	425
vii. Recommendations	426

B. WHY THE ADEM

i. Anticipated Responses	427
ii. Actual Responses	428
Decreased Expectations of Career Development	429
Increased Expectations of Greater Personal Effectiveness	430
Nature of Accountability Felt by Respondents	431
Convergence of Individual and Institutional Needs	432
iii. Why this Course: Advantages of O.U. Study	434
iv. Conclusion	435
v. Recommendations	5

C. WHY RESPONDENTS PERSEVERED WITH THE ADEM

i. Evidence of Stress in the Teaching Profession	438
ii. Nature of Accountability	439
iii. Short- and Long-Term Rewards	440
iv. Waning Motivation	441
v. Conclusion	441
vi. Recommendations	442

D. HOW WELL HAS THE ADEM PREPARED STUDENTS FOR i. PROMOTION

ii. EFFECTIVENESS

i. Career Development	445
ii. Increased Effectiveness	448
iii. Institutional Development	450
iv. Conclusion	452
v. Recommendations	453

Notes	455
-------	-----

SUMMARY OF RECOMMENDATIONS

i. For Central Government	456
ii. For the LEA	456
iii. For the School	456
iv. For the Open University	456
v. For Further Research	457

CONCLUSION

Focus of the Research

The research set out to investigate 4 issues:

- a. Why some teachers undertook management training at a time when the role of senior managers in schools was changing and expanding
- b. Why they persevered with study when opportunities for career progression may have been reduced
- c. How well the ADEM had prepared them for promotion
- d. What impact the ADEM had had on students' effectiveness as managers

Aims of the Project

The study was made in the context of the NDCMT (Bristol)'s proposals (see page 18 above) that course evaluation should:

1. Aim to improve the quality of provision
2. Produce evidence of course utilisation
3. Render account to those who have provided financial resources, time or effort

Constraints

The project was constrained by several factors. Being conducted part-time and completely at the researcher's own expense, it had necessarily to be limited in the number of respondents involved, and by their accessibility. A restricted geographical area was therefore

selected and a small research group selected in order to carry out an in-depth, rather than a quantitative, study.

The low response rate to the researcher's initial request, and the element of self-selection inherent in drawing from an opportunity sample further reduced the possibility of forming any conclusions which might be typical of the ADEM student body as a whole. The decision to include in the research only those teachers with seniority, might also have introduced a bias. By concentrating on this group, the importance of training aimed at meeting personal goals such as achievement and self-actualisation, may have had less relevance than it would have had for less senior teachers who had no ambitions to seek career progression. The withdrawal of some respondents part-way through the work, was an additional problem and may be indicative of the pressures teachers have been under, since the advent of the GCSE, and in the wake of the ERA.

It has not been an aim of this project to suggest that our findings are representative of teachers who undertake the ADEM. The study seeks, rather, to present the experiences of several teachers, during a period of intense educational change, and, through these respondents, to capture a microcosmic view of the implications of change on professional development and effectiveness. Despite this, we begin with some observations on the students themselves, which might be taken up in future research.

A. THE STUDENT BODY

If our small sample is accepted as being typical of a national trend, there would appear to have been a number of changes since the IET survey of 1985, in the type of student attracted to the ADEM.

i. Gender

Although the study itself deliberately sought equal numbers of male and female respondents, comment should be made about the gender of students attracted to the course, by reference to those who volunteered to participate in the research. Whereas in 1985 75% of ADEM students were male, in our study the balance of men to women who were willing to take part in the project was 9:8 (Piloters 6:3). This indicates a vast increase in the number of women students, a tendency which has grown even in the period of the research.

As these individuals' careers develop, we might expect to see more women in senior management posts.

ii. Age

% of the IET cohort were aged 35 - 44, and 17% were over 45. Our research group were all between ages 31 and 45. Although the piloters were aged 36 - 50, their average age was 39. The ADEM is appealing to teachers who are in the building and evaluation stages of their career (Broussine & Guerier 1983), though it is not

undertaken primarily as a means to achieving progression. It appears to be meeting individuals' esteem and self-actualisation needs, in a period of change and reduced opportunities for promotion.

iii.Role

25% of the 1985 group were serving heads or deputy heads, as opposed to 35% of our volunteers. (As explained above [page 230], respondents were selected in order to include a range of post-holders. It is therefore inappropriate to compare our actual groups with the 1985 cohort. Instead, we compare the potential groups from whom these were drawn). This indicates that greater proportions of senior managers may be undertaking formal training than were found to have formal experience at the time of Everard's and Hughes' research (Part II2 above).

2 of our research group had lost status as a result of amalgamations, restructuring of schools, or following the School Teachers Pay and Conditions Act, 1987. They were subsequently appointed to co-ordinator posts. It would seem that these posts were created partly as a means of justifying holders' protected salaries, partly to give these teachers a role and partly in order to address cross-curricular issues eg. TVEI. It was because of the nature of these new roles that respondents sought management training. The ADEM was therefore felt to meet their deficiency needs, and to give them a sense of growth and achievement.

53% and 23.5% of our volunteers taught in the secondary and primary sectors respectively, compared to 50% and 18% in 1985. This reveals increased proportions in both research and pilot groups. There was a complementary decrease in those from middle schools, consistent with the phasing out of these schools and whose teachers are perhaps subsumed in the higher numbers of primary teachers undertaking the ADEM.

Formal training for school management is clearly felt to be valuable, whatever the situation of teachers. The necessity of balancing political and pedagogical issues is common to all sectors following legislation of the last decade. The desire to cope better in their current roles was discovered to be the main objective of our research group. The expectation of the ADEM was that it would meet deficiency needs, associated with their expanded roles.

iv. Professional Background

The subject specialisms of our secondary sector respondents are those of the senior managers found in earlier research eg. Weindling 1988, Jayne 1980. This would suggest that senior managers continue to be drawn predominantly from English, Humanities and Science backgrounds.

8/10 and 4/4 respondents in our two groups were graduates, 3/10 and 1/4 holding second degrees. It would seem that professional qualifications are considered a necessary addition to the original

teaching certificate and specialist qualifications, and that professional development is accepted as an on-going process throughout teachers' careers. If this is so, the professional attitude advocated by the ACSTT (1974), whereby teachers should accept as part of their job, the need for training, would appear to have been realised in some levels of the profession. Evidence on respondents' expectations of the course reveals a clear response to a sense of professional responsibility, and satisfaction is derived from effective performance of their roles.

Respondents had been teaching an average of 17 years and held an average of 6 posts. They had been in post from 2 months to 6 years. This would differ from the findings of an O.U. survey which revealed that, in 1978, associate students were more likely to undertake management training the longer they had been in post, indicating a need for achievement and recognition.

We have suggested, though been unable to prove any consciousness of it, that at this point in their service, teachers felt sufficiently on top of their jobs to contemplate undertaking the additional load of part-time study. They may also be thinking ahead to their growth needs.

An alternative reason for taking on study at this stage could be simply that respondents had been in post long enough to have identified their deficiency needs, or were becoming aware of them as new initiatives were introduced. They were, therefore, addressing

the deficiency in the expectation of becoming more effective, rather than through a more personal need to be self-fulfilled.

v. Components Selected for the ADEM

The most popular combination of Part A courses is E323 (or its successor 325) and E333, despite reservations about the latter. Respondents were not influenced in their choice of course by its eligibility for financial support, though such aid was a motivator to continue and complete their studies.

There would seem to be a current trend for ADEM students to spread their studies over 3 years, whereas some of the pilot group took the 2 ½-credit Part A courses concurrently. There is no evidence to suggest that this is because teachers now feel more over-burdened: our respondents are, rather, using the stimulus of academic work to counterbalance their school activities and, in cases where career moves are frustrated, to maintain their morale. The course is thus meeting the needs for esteem and self-actualisation over an extended period, giving immediate rewards, without concern for the longer term goal of professional advancement.

vii. Conclusion

The composition of the student body enrolled for the ADEM is more diverse than when the course was first offered. There is an increase in the numbers of teachers working in the primary sector, as well as

of those holding coordinator roles. We do not have a breakdown of the 15% found by the 1985 IET survey to be working in H.E., special schools and LEA service, so comparison cannot be made with the proportion of advisory teachers found in our group. Further research would be necessary to confirm our suspicion that there has been a substantial increase in the number of students drawn from this area. This evidence has immediate relevance to course planners.

viii. Recommendations

The O.U. should recognise the diversity of the ADEM student body in two ways:

1. It should ensure that in marketing the course all sectors are seen as potential fields.

2. The components of the ADEM should reflect this range of potential needs and interests. Materials should be updated in order to do so, bearing in mind especially the junior sector. Although the number of students from this sector has increased, the relevance of course materials to them remains limited.

The different expectations of the course should also be borne in mind, as the ADEM seeks to develop the effectiveness of individuals. Whilst enabling institutional development through improved management, the importance to many students of deriving an immediate

sense of achievement from their studies should not be overlooked. This leads us to the first question investigated.

B. WHY THE ADEM

Investigation of this issue is directly linked to the aim of producing information on course utilisation, in that it allows course providers to compare the expectations of students with their own.

i. Anticipated Responses

It was suggested that the ADEM might be seen as serving one or more purposes, ranging from the desire to improve group performance to purely personal aims, and that it might be a response to growth and/or deficiency needs (Part II1 page 132). Bolam's spectrum was borrowed for envisaging the relative importance of system and individual needs (Part II1, Figure 11 page 137).

According to this model, the 2 needs are balanced around point 3, where the aim of career development may bring personal and institutional benefits in equal proportions. It was recognised that dysfunction occurs when the needs of one party are pursued to the exclusion of those of the other party. A review of staff development and INSET indicated that management training initiatives focus mainly on points 1 and 2 (staff/group performance and individual job

performance), testifying to a bias towards the needs of the system/school, rather than to those of the individual.

ii. Actual Responses

The expectations of respondents confirmed that motivation centred on points 2-5, but no explicit reference was made at this stage to point 1, staff/group performance. When asked to rate the importance of each of the 5 possible motives, the 2 groups revealed a difference in emphasis. The pilot group had a definite career goal in mind, followed by the desire to increase their professional, then personal, knowledge. For the research group, professional knowledge was the main aim, followed closely by personal knowledge and the improvement of individual performance. Both groups therefore inherently identify individual as opposed to system/school needs as their priority, veering towards the centre-right of Bolam's spectrum.

In seeking professional and personal knowledge, respondents were seen to be responding to esteem/ego and self-actualisation needs, when there was frustration in their formal roles. This frustration was found to arise when personal circumstances prevented them from progressing, or when the political situation caused their professional ambitions to diverge from institutional needs. Broussine and Guerier's model (Figure 30, page 290), whereby frustration arises for the individual if his needs to develop are

not matched by those of the organisation, is clearly illustrated by these respondents.

In deriving self-fulfilment from their studies, respondents are also confirming Maslow's (1954) and Herzberg's (1966) theories. Demotivated by the presence of hygiene factors which are beyond their control, they have met their personal needs for achievement and growth outside their professional role, though complementary to it.

Decreased Expectations of Career Development

The second significant factor in respect of respondents' expectations of the ADEM is the decreased importance of career progression. While the pilots had a career plan and undertook the ADEM as part of this, the research group were still developing theirs. This is not due to any discrepancy in the ages or career stage of the 2 groups. Indeed, all respondents were found to be in the building or evaluative periods (see Broussine & Guerier, Part II1). Family circumstances had enabled several now to seek career moves previously unavailable to them. In terms of Hoyle's definitions of career (Part I page 133), they could be said to be using the ADEM for all 4 purposes. viz.

- a. To move up the hierarchy
- b. For lateral movement
- c. In the management of their lives
- d. Through commitment to their vocation

The IET survey of 1985 showed that for 76% of that year's cohort career development was

"a major reason for taking the course." (Glatter 1986)

Whilst it is possible that our respondents represent no more than a small number of individuals who simply have different expectations, and while they may not be representative of the student body as a whole, our results would suggest that there has been a decline in the importance of a career aim in taking the ADEM, as defined by (a) above, particularly in the latter period. It has been proposed that, as the opportunities for promotion have decreased in a contracting system, and as the roles of senior managers have become less attractive, teachers have sought other means of realising their achievement and growth needs. There has been a changed emphasis in the definition of career for many teachers, as they aspire not to advancement up the ladder, but to lateral moves.

Increased Expectations of Greater Personal Effectiveness

The reduction in career aspirations has been accompanied by a complementary increase in the desire to improve individual job performance (point 2 on Bolam's spectrum) - that is, the needs of the institution have potentially gained prominence, since by improving the individual's effectiveness, the institution will also benefit. This could lead to frustration or dysfunction if students

were pushed into their studies or did not derive some personal benefits from the course.

Nature of Accountability felt by Respondents

For this reason, we investigated whether respondents saw their management training as a response to deficiency needs; whether the expansion of senior managers' roles in the wake of recent initiatives were equated with an increase in work load (horizontal loading) or in scope and challenge (vertical loading) (page 136 above). We asked who had instigated their studies, so as to determine whether respondents were prompted by feelings of moral, professional or contractual accountability.

All respondents were self-motivated, though in a few cases their professional potential had been recognised by senior colleagues. In seeking to improve their performance at the same time as to develop their professional and personal knowledge, they were reacting to a sense of professional accountability (Model B, Figure 7 page 89 above), and rising to the challenge of new responsibilities (vertical loading). It was not possible to prove any conscious, underlying sense of moral accountability (Model A), though clearly the retention of control by the profession could, in the context of increased market forces, be an unconscious preference for the third alternative, strict accountability to employers and political masters (Model C).

The situation in which respondents had elected for management training would confirm that schools and LEAs are moving towards a more integral approach to staff development/INSET, and that participation in sponsored courses must be justified by having a potential organisational benefit.

This was not binding upon our students of the ADEM, however, since they were mainly self-financed. Those who were assisted do, nevertheless, express a sense of moral accountability to their sponsors. Even those who were completely self-supported reveal a personal expectation that their studies should bring benefits to their school, implying in their responses that research for purely academic reasons was professionally unacceptable to them, ranking as self-indulgence.

Convergence of Individual and Institutional Needs

There would, at first, appear to be a discrepancy between students' and course providers' aims for the ADEM. Whereas the O.U. sought explicitly

"to assist school improvement" (Glatter 1986, page 4)

believing that

"Improving people is the most effective way of improving institutions" (Bush 1990),

respondents identified personal needs as their priorities. Yet, in their views on the relevance of Part A courses and Part B research projects, they unwittingly reveal a professional and moral concern that their personal development should be accompanied by institutional benefits. It is precisely because of this dual, albeit unconscious, expectation that dysfunction does not occur at point 2 of Bolam's model (Figure 11 page 137 above). We are led to conclude that the growing anticipation that both group and individual performance should be improved confirms Bolam's suggestion that training is moving towards system needs, but that this aim does not act to the detriment of the individual. It is the sense of professional accountability that pushes managers to undergo training. By avoiding the contractual model proposed by Cooper and Shute (Chapter II2 page 192) individual and organisational benefit is achieved, to their mutual satisfaction.

Evidence has been found that, in seeking management training in order to meet their individual needs for achievement and growth, respondents have simultaneously enhanced school development. Greater effectiveness as managers is thus seen to bring both personal and institutional benefit, suggesting that Bolam's model does not reflect the situation found in the schools of the 1990s. The diagonal division he draws between system and individual needs would seem to have tilted into a horizontal position, distributing equal weight to the respective sets of needs.

iii. Why this Course: Advantages of O.U. Study

Why respondents opted for the ADEM rather than for any other form of management training brings us to focus on the O.U. and the nature of distance learning.

Flexibility of study was the prime factor mentioned by our respondents. This would endorse the reasons found by Jayne (1981) for managers not taking part in courses. Again, we find that it is a professional concern for the needs of the school and their pupils that deters teachers from absenting themselves to go on courses. The O.U. offers a form of study which allows them to balance their work situations with their professional development and personal growth. Students are able to derive a sense of value and growth from studies which do not interfere with their everyday work and, indeed, complement it. To this extent, course providers have recognised a market need and responded to it appropriately.

The value of the O.U. credit system is also acknowledged, as is the possibility it offers to non-degree holders of moving on to higher qualifications on the basis of their previous professional experience. The O.U. would thus be offering the sort of cumulative professional opportunities advocated by Cooper and Shute (Part II2 page 192 above).

iv. Conclusion

Implicit in our third and fourth research questions (Introduction, page 3) was an assumption regarding the responses to question 1. Why students chose the ADEM. This assumption was that, in undertaking the course, students were seeking 2 possible outcomes:

- preparation for promotion
- improved effectiveness

Our respondents have shown that while these 2 expectations were present, it is the latter which predominates. Motivation would appear to stem from their perceived deficiency needs, as roles have expanded and new initiatives are making different demands on senior managers in schools. Students were thus reacting to a sense of professional accountability. They were, equally, responding to a changed profession, where they either sought, or were obliged, to remain in their current posts, but were aware of the need for greater personal stimulation than their formal role offered. In this instance, they saw the ADEM as a means to realising their esteem/ego and self-actualisation needs.

Since they themselves chose to study, there was no element of strict compulsion to meet these needs, though a sense of moral accountability may have been an unconscious motivator in the former situation.

For a small minority of respondents, the course was seen as a means

to career progression. Significantly these teachers were the ones experiencing conflict between their desired and actual situations at work. Their expectations of promotion were directly fixed upon the value the course would bring them both in practical everyday terms and as a formal qualification which competitors for posts did not hold.

Why this specific course was selected as a means to achieving either goal was related to the form of study the O.U. provides. By offering flexibility in terms of time, it meets the needs of professionals who must often study sporadically. It appeals to them because it does not take them away from school, thereby revealing once more the professionalism of respondents, who would rather increase the workload of an already stressful job than study during the school day.

v. Recommendations

These conclusions lead to some suggestions for course-planners.

1. Students and course providers share expectations of the course in so far as enhanced effectiveness is sought or experienced. It is recommended that the O.U. course prospectus should make more explicit this potential outcome. That would both reduce the possibility of disappointment when career development does not result, and offer the opportunity of attracting greater interest eg at LEA level, where effectiveness may be a more explicit priority.

2. The question of how students came to choose the ADEM does, however, raise a matter of concern. It is clear that the course was not well-publicised and that it became known to teachers essentially by word of mouth: either their previous studies were found to lead into this option, or else former students of the course recommended it to them. This lack of awareness is confirmed by respondents' experience of the selection process, when appointing panels did not recognise the value or significance of the qualification.

The ADEM should, therefore, be more actively marketed. Its appeal should be sold to heads and LEAs on the grounds both of its value in increasing individual effectiveness and hence institutional development, and also because of the convenience and relative low cost of distance learning.

3. The demands part-time study make upon teachers' professionalism should be recognised. Since they are primarily seeking improved performance, the institution and LEA should respond to this and acknowledge that management training is being acquired in a cost-effective way, in teachers' own time.

To give time for study would militate against one of the attractions of O.U. courses. A more practical contribution might be for the LEA/institution to finance ADEM students. It is, however, recognised that this would then impose an element of contractual accountability, where at the moment students are motivated by

essentially professional considerations. This could act as a deterrent to some potential students.

4. The value of distance learning and its suitability for those returning to work or to study should also be promoted more actively. The attractions of studying at individual convenience, pacing work to suit these circumstances and being able to accumulate credits towards higher qualifications should be more widely sold.

C. WHY RESPONDENTS PERSEVERED WITH THE ADEM

In order to answer the second question (Introduction page 3) the anticipated and actual outcomes of the ADEM must be compared. There is an implicit assumption in the reference to perseverance that teachers are already in a stressful situation.

i. Evidence of Stress in the Teaching Profession

Discussion of the recent and current initiatives schools and their managers are facing leaves us in little doubt that their situation is demanding. Respondents' diary records reveal the extent of their working days, and the degree of their professionalism: working an average of 53.22 hours per week, in a school year of only 30 weeks they would complete 1596 hours, some 331 hours more than those for which they are formally contracted. These figures once more suggest that professional accountability is sustaining teachers, despite the pressures of their expanded roles, and the loss of their policy-

making powers. They have taken on board their role of tacticians, and are meeting problems professionally, without need for formal measures of compliance. Some, such as our students, have even undertaken study at their own expense in order to be better prepared for their roles.

The statistics presented regarding the number of senior management vacancies and readvertisement rates for such posts (Introduction pages 11-12) signify the difficulty in attracting candidates at that time (1). If extra proof were required of the stresses involved in running today's schools, we need but refer to the explanations given by those senior managers seeking early retirement (NAHT, 1988). It was to the

"changed nature of the job"

and

"the pressures of work"

that they attributed their decisions to leave the profession.

ii. Nature of Accountability

Analysis (Part IV, Section 5) revealed that, despite some claims that they were not conscious of any increase in stress as a result of taking on study for the ADEM, all respondents showed evidence of it, in varying degrees. Stress took various forms. Respondents were aware of conflict between their school commitments and study; they

had conceptual difficulties in getting to grips with some of the ideas presented in Part A courses; they were under pressure to be successful and thereby meet their own and others' professional expectations. For some, stress was minimal and provided a stimulus to their creativity.

iii. Short- and Long-Term Rewards

There was, indeed, a need to persevere against many pressures. Why students did so was because the course

- a. Held expectations of future reward, in terms of possible career advancement;
- b. Brought immediate rewards, through the acquisition of new knowledge.

It is at this point that the content of the ADEM becomes important. By asking students for their views on the elements of most and least use and interest, we have found that motivation is related to the perceived relevance of course materials to their current roles. This relevance is interlinked with a personal interest and expectations of gaining increased knowledge which can be applied in everyday work situations, leading to greater effectiveness. The course thereby meets their needs for achievement, recognition by colleagues and self-fulfilment.

The promised longer-term benefits are sustained by short-term rewards as students experience this sense of growth, achievement and value. Herzberg's (1966) motivators are thus endorsed, and

realisation of Maslow's (1954) higher needs seen to be the source of their professional satisfaction.

iv. Waning Motivation

When motivation waned, it resulted from dissatisfaction with administrative and organisational practices on the part of the O.U., such as despatch of materials and examination requirements, or from materials being irrelevant to their work. The performance of some tutors was also a cause of irritation. These factors are consistent with Herzberg's demotivators, being outside the immediate control of students and therefore acting against the presence of motivating factors.

Respondents are having to attend to lower level, safety, needs and this acts against their realisation of esteem and self-actualisation needs (Maslow, 1954). There is no evidence, however, that the hygiene factors are sufficiently dominant to outweigh the motivators. Respondents do not give up their studies.

v. Conclusion

We must conclude, therefore, that stress is increased for most teachers when they take on such part-time study, but that it can be reduced by managing certain factors and enhancing motivators. Amongst these is a recognition that while awaiting long-term

benefits, students can gain immediate rewards through their professional growth.

We have noted above that there was an element of moral accountability in some students' perseverance with the ADEM, when they had received financial aid with the course. For one respondent at least, this was linked also to a contractual obligation to both reimburse and compensate his LEA should he not complete his studies.

When such forms of accountability were present, students derived less enjoyment from their studies, having to work in order to eliminate threats to their security.

For the majority, accountability was more that of Model B (Figure 7 page 89 above), a professional response to their situation. Since this derives from their own awareness of deficiency or growth needs, respondents are reacting to higher order needs for recognition and growth. Through greater effectiveness, they are able to initiate school development, thereby gaining credibility amongst colleagues. They experience such immediate rewards and are therefore motivated to continue with their studies, even though these may add pressure in their professional and personal lives.

vi. Recommendations

The O.U. might reduce the impact of stressful factors by:

1. Reviewing the role of tutors and the frequency of their contact with students, offering a more continuous support, especially in the early stages of the course.

2. Monitoring the consistency of tutors, to enable a more widespread support of students.

3. Ensuring that the materials reach students in time for them to be read and background preparation to be carried out before the formal commencement of courses in February.

4. Reviewing the balance of examination and course work assessment.

As Herzberg suggests, the reduction or elimination of dissatisfiers cannot alone bring about satisfaction. Motivators are also required. Motivation has been seen to be the key to students' perseverance. Immediate benefits can be enhanced by developing factors identified by respondents:

5. Relevance of materials and components is vital in order to sustain interest. Materials must be updated and broadened to include all sectors.

6. The presentation of some materials eg. E333 should be reviewed, in recognition of the conceptual difficulties experienced by students new to the subject. Advance issue of a preliminary reading list might help them to feel better prepared for this course.

7. More examples of British research and local case-studies would enhance a sense of relevance.

8. Projects clearly have a great appeal to students, developing a sense of achievement and recognition. It is essential that they continue to offer relevant choices. Topics should be reviewed regularly, in order to keep abreast of the changing nature of school management.

D. HOW WELL HAS THE ADEM PREPARED STUDENTS FOR

- i. PROMOTION
- ii. GREATER EFFECTIVENESS

If teachers nevertheless choose to undertake studies, alongside the stress of a working situation where, as we have seen, time and change are major problems, they must clearly be deriving some satisfaction from the course, be it in terms of anticipated or of unanticipated outcomes. It was noted above (Conclusion page 440) that motivation was associated with either the longer term expectations of career development, or the immediate rewards deriving from greater effectiveness. These are the two issues investigated in the third and fourth questions of this project (Introduction page 3).

In addressing the issue of matching aims and outcomes, we are responding to the NDCMT (Bristol)'s criterion (c) accountability to course providers, and answering Everard's call for evaluation of course outcomes (Introduction page 18).

It was recognised in Part I (page 67) that outcomes may or may not be those originally intended. If students continued with the course in the face of pressure, it is fair to assume that they either gained immediate gratification, or were sustained by the hope of future benefits from their studies. Evidence had been produced above to show 3 areas of significant impact:

- i. Career development
- ii. Increased effectiveness
- iii. Institutional development

While (i) and (ii) were potential outcomes specifically investigated in this work, (iii) has emerged in the course of our research as a major result. It provides evidence for the O.U. of its success in realising its principal aim, achieving school improvement through training individuals (see Glatter 1986), and allows comment on the compatibility of institutional and individual development.

i. Career Development

Although career enhancement was not identified as an important expectation by the research group, 8/10 nevertheless began to apply for promotion after commencing the advanced diploma. All 8 achieved this before the end of the research.

This suggests that respondents became aware of their potential in the course of their studies, though it is not possible to attribute this realisation to the ADEM alone. It does, however, seem

reasonable in view of their perception of having greater awareness and self-confidence (Analysis, Part IV, Section 4) to deduce a link between their studies and their preparedness for promotion.

6 of the research group began to apply for posts during Part A of the course. 4 were successful then, and 4 during or after Part B. It would seem that the foundation courses played a part for some respondents in their preparation for senior management, whilst others felt ready at a slightly later stage.

For these 8 students, the ADEM thus had a positive outcome that was not their primary expectation, but it did correspond with their sources of satisfaction as expressed in the questionnaire replies.

There were 3 respondents who did identify career development as their priority. 2 of these, both members of the pilot group, had still not achieved promotion by the end of our research. In the case of one, and that of the member of the research group who had difficulty in gaining promotion, age was an obstacle to their success. They had also been demoted in local reorganisation schemes. The third person was similarly held back by LEA constraints (ring-fencing). For these respondents, the drive to obtain a promoted post was obsessive and led to a constant stream of applications, far in excess of the average made by our two groups.

Career development was seen to be at the central point on Bolam's spectrum, (Figure 11 page 137) a point where individual and

institutional needs share the balance. There is no conflict, therefore, for either party when the goal of promotion is achieved and the school acquires a competent manager. In the case of those still pursuing promotion, there is acute conflict. These respondents are typical of teachers in sector (b) of Broussine and Guerier's model (Figure 30 page 290). Frustration results from the mismatch between individual and organisational needs.

The situation may also be interpreted in terms of Herzberg's and Maslow's theories of motivation. Respondents who are unable to move up the career ladder are prohibited by hygiene factors beyond their control. These focus their attention on satisfying lower order needs, preventing them from attending to those of status and recognition.

In spite of failing to reach their ultimate goal, these respondents were nevertheless motivated to continue their studies. This would seem to be due to:

1. The hope that they would eventually succeed. They may have felt justified in this belief by their success in reaching reference and interview stages of the selection process in so many of their applications. They do, thereby, achieve some recognition.
2. The intrinsic satisfaction derived from their academic work, which point was also made by the successful respondents.

Unsuccessful respondents seemed to sublimate their frustration in their studies, attending to the higher order needs for growth and self-respect.

It cannot be claimed definitively that the ADEM led to promotion. Further research would be necessary, in order to compare the success rate of these alumni with that of candidates who have not undertaken management training or who have followed different courses. Even then the effects of individual character and skills would simultaneously influence outcomes, making the attribution of ends to means impossible. Our data does, however, suggest that the course is instrumental in preparing students for senior management posts, a perception shared by all respondents, irrespective of their expectation of this outcome. It would indicate that the O.U. has achieved its aim of

"creating a cadre of innovative leaders." (Glatter 1986)

ii. Increased Effectiveness

Members of the research group were found to identify professional knowledge and individual performance as their main expectations of the ADEM. Both aims imply a desire for growth and achievement, again reflecting their sources of actual satisfaction, and consistent with Herzberg's motivators. While the former aim prioritises personal need, the second veers towards institutional need. By combining these two motivations, respondents have unconsciously balanced their

own needs with those of the institution, which in turn brings benefit to both parties.

Respondents undertook the ADEM because of its perceived relevance to their work. Their evaluation of its effects as being those of a broader awareness of educational matters and management strategies, increased self-confidence, and recognition of their knowledge/value by others suggests that their expectations of the course have been realised. They are satisfied because their needs for growth and recognition have been met.

The sense of achievement and growth confirms, too, that the O.U. has simultaneously achieved two of its aims: (1) teachers are applying their knowledge of management concepts and skills, and (4) they are contributing to the quality of management in schools, (Part II, Section 3). Individual and institutional development are thus found not to be mutually exclusive, but complementary, suggesting that Bolam's model (Figure 11 page 137) should be revised as described in the analysis (Part IV page 311).

This has been achieved by enabling students to develop a broader awareness of the political nature of school management. They have been led to this position by background reading and exercises, and by conducting 3 school-based research projects. The success of the research depends upon the very skills students will need as senior managers. In order to manage the conflicts of competing interests, they will need to acquire interpersonal and intellectual skills.

Gathering, analysing and presenting data on which their decisions have been based is an essential task of management.

The course is, then, implicitly recognising the political nature of school management, and preparing students for management of the political package identified by Shipman (Introduction page 123).

iii. Institutional Development

As a result of their enhanced skills, respondents have simultaneously brought benefits to their schools. This may not have been an explicit expectation on their part, but it has been an indirect outcome of the course. It was an explicit expectation of the O.U. course designers (Part II Section 3).

Students recognise in particular the value of their research projects, which were an enjoyable academic exercise yet one which they would not have undertaken had it not held the promise of organisational development or benefit to colleagues. In revealing this, respondents again testify to a sense of professional accountability, placing their professional responsibilities before their personal enjoyment.

The many tangible benefits derived from the research projects are confirmation to the O.U. of its success in aim (2), equipping students with investigative tools so as to enable them to conduct enquiries into aspects of school management, and aim (1), applying

their knowledge to situations and events in their schools. Respondents' views on the project topics suggest that aim (3), providing them with examples of relevant subjects, has also been realised (Part II, Section 3).

In effect, the ADEM can be seen to prepare students for management of the political package proposed by Shipman (page 123 above), by focusing on the skill which Shipman places at the heart of school management: communication.

If institutional development was not an explicit aim of students, the same cannot be said of the O.U. This outcome was the university's overriding expectation of the course. That is not to suggest that students have been manipulated by course providers into developing skills and conducting research in order to bring about organisational development. If respondents had derived no personal benefits, we might feel they had been.

In view of their intellectual enjoyment of the work, of their sense of professional accountability to their colleagues and schools, of their career development, and of their immediate sense of growth and achievement, they cannot be said to be hapless victims.

To the suggestion that the O.U. may be controlled by market forces and the wiles of sponsors, Bush is adamant that the university is answerable only to professional demands.

"Course teams are independent entities subject only to the comments of external assessors (senior academics from other universities). Course content reflects our collective judgement not external pressure." (Bush 1990)

iv. Conclusion

Our findings would seem rather to confirm Reid's vision (Part II, Section 1) of management development as an inextricable part of curriculum and hence school development. The answer to our question regarding the compatibility of institutional and personal needs (Introduction page 15) must, then, be positive.

It has been asked (Glatter 1986) whether distance learning is an appropriate means of enabling people to apply knowledge and skills in practical situations, its more traditional function being to communicate ideas and knowledge.

The evidence presented here would lead us to claim, without doubt, that distance learning can be used effectively in this way, provided that students are motivated, materials and projects relevant, and colleagues willing to co-operate. It must be the conclusion of this study that, while Glatter's suspicion of wider course impact on management training by the ADEM has not been found, the 4 aims for the course proposed by the team (Glatter 1986 page 8) have, indeed, been realised, and that individual and institutional development have been derived as a result of study for the ADEM.

Recommendations

In order to maintain the outcomes identified in this research, these proposals are made:

1. The ADEM helps prepare students for personal career needs and to improve their effectiveness as managers. Evidence of these 2 outcomes should be publicised through a more active marketing campaign for the course.
2. The potential value of students' research projects should be recognised. By publishing some of these works, wider benefit could be derived than occurs at present, where impact is restricted to local level. Readers would have an appeal to a broader general public.
3. This would simultaneously increase the reputation of some students, who might then be called upon to take a lead in INSET activities outside their school. The cascade effect envisaged by the O.U. might thus be accelerated, to the mutual benefit of individual and organisation.
4. Distance learning is clearly a powerful training method, which is cost-effective in that it does not take students away from their work place. The government should recognise this by including in LEA budgets the facility for them to finance ADEM students, as suggested above (page 437).

The recommendations made in respect of each of the areas researched point to the essential difference between this course and many more traditional training initiatives: implicit within the ADEM is an awareness that management of schools is a highly political task, which depends upon achieving learning outcomes that cannot easily be quantified. In order to achieve these, staff must be motivated. This means involving them and giving them a sense of control, while subtly guiding them. It means being in a position to weigh their perhaps conflicting desires and needs. This requires communicative skills to make informed decisions which take account of these factors, then to sell them to staff who will need to implement them.

Effective learning thus depends upon the quality of management, the ability of school managers to handle the political and resource packages in such a way as to keep learning for the individual child firmly in sight.

Management training is not, then, given as a simple ends-means solution. The ADEM is a clear response to the political model (Shipman, 1990). As such, it will continue to have an important role to play in the success of schools, provided that it, too, adapts to the changing circumstances. It is essential that teachers feel the course is relevant to their professional circumstances and addresses their personal, higher order needs for achievement, recognition and self-actualisation.

Notes

1. By the time of this report's completion (January 1993), there would appear to have been an upturn in the recruitment and retention of senior staff. Howson reports that readvertisement rates for headships have fallen by almost half over the preceeding five years, from 24% to 13% for the secondary sector, and from 24% to 15% in the primary sector. Howson attributes this change to pay rises above the rate of inflation, but he cautions

"the Government must not let pay rates lag behind again or it would be storing up trouble for later in the decade."
(TES, 8/1/93)

This report confirms evidence given to the School Teachers' Pay Review Body (October 1992), which gave details of the reduced number of teacher vacancies in Greater London. The evidence suggested that the LEAs were cutting back on pension enhancements, thereby causing

"a cut of almost 1/4 in the numbers of premature retirements on the grounds of efficiency since 1990."

However,

"teachers retired prematurely through redundancy and those taking infirmity pensions have increased by 10% in the past 3 years." (TES 2/10/92)

SUMMARY OF RECOMMENDATIONS

i. For Central Government

The cost-effectiveness of distance learning should be recognised, and the potential contribution of the ADEM acknowledged by enabling LEAs to recoup sponsorship of school managers who undertake the course.

ii. For the LEA⁽¹⁾

1. The demands of part-time study should be recognised and students supported financially.

2. The broader value of school-based research should be acknowledged and reports resulting from it disseminated within the authority.

3. Opportunities should be provided for those who have undertaken the ADEM to lead or participate in local management training schemes.

4. Those involved in the selection of school managers should be familiar with the ADEM qualification.

iii. For the School

1. The demands of part-time study should be recognised and financial support offered to encourage middle and senior managers to undertake the ADEM.

2. The potential value of the school-based research projects should be realised by making these more widely available to colleagues.

3. Senior managers and those involved in the selection of staff should be aware of the contribution the ADEM can make. This should be recognised both when selecting staff and when planning INSET.

iv. For the Open University

1. The ADEM should be more widely marketed, information being sent to LEAs, Heads and INSET coordinators.

2. Marketing should be more active, stressing the potential value of management training in terms of increased effectiveness, and value for money.

3. The value of distance learning should be more targeted at those new to study or returning to work, and therefore having limited study skills or time.

I. For Central Government

The cost-effectiveness of distance learning should be recognized, and the potential contribution of the AUMM acknowledged by enabling links to develop sponsorship of school teachers who undertake the course.

II. For the LEAs

1. The demands of part-time study should be recognized and a formal structure established.

2. The importance of school-based research should be recognized and a formal structure established for its development within the LEA.

3. Research should be carried out for those who have a special interest in the AUMM and its role in the development of the LEA.

4. The importance of the AUMM in the development of the LEA should be recognized and a formal structure established for its development within the LEA.

III. For the LEA

1. The importance of the AUMM in the development of the LEA should be recognized and a formal structure established for its development within the LEA.

2. The importance of the AUMM in the development of the LEA should be recognized and a formal structure established for its development within the LEA.

3. The importance of the AUMM in the development of the LEA should be recognized and a formal structure established for its development within the LEA.

4. The importance of the AUMM in the development of the LEA should be recognized and a formal structure established for its development within the LEA.

5. The importance of the AUMM in the development of the LEA should be recognized and a formal structure established for its development within the LEA.

6. The importance of the AUMM in the development of the LEA should be recognized and a formal structure established for its development within the LEA.

7. The importance of the AUMM in the development of the LEA should be recognized and a formal structure established for its development within the LEA.

8. The importance of the AUMM in the development of the LEA should be recognized and a formal structure established for its development within the LEA.

4. The O.U. prospectus should make more explicit the aim of the course as a means to improving individual and institutional effectiveness, whilst illustrating its contribution to career progression.
5. Course materials should be regularly up-dated and their range extended to meet the needs of a wider market.
6. The interest and motivation of present and potential students should be maintained by ensuring the relevance of course components to everyday practice.
7. Research topics should be reviewed regularly in order to ensure relevance to the dynamic situation of school management.
8. More examples of British research and case studies should be included in the course materials.
9. The balance of examination and course work should be reconsidered.
10. The presentation of some modules eg. E333 should be reviewed in order to make them more accessible to non-specialists.
11. Course materials should be despatched to students in advance of the formal start of the course.
12. Reading lists should be available upon acceptance for the course, especially for students approaching a new discipline.
13. The role of tutors should be reviewed and their work monitored.
14. Tutor-student contact should be increased, particularly in the early stages of the course.

In the light of the small scale of this work, suggestions are also made for future research.

v. For Further Research

1. The nature of the student body should be monitored through the data held by the O.U. in order to track
 - a. The respective proportions of male and female students
 - b. The sectors from which students are drawn
 - c. The levels of responsibility held by students
 - d. The ethnic origins of studentsThis would provide information on the qualifications of present and future senior managers in schools, and trace the response to the new circumstances of school management in the 1990s.

The data would also enable the O.U. to meet some of the recommendations in (iv) above.

2. Senior appointments might be tracked in order to determine the level of formal management training possessed by heads and deputies, and the nature of this training. The comparative popularity of the ADEM might thus be gauged.
3. The nature and number of coordinator posts might be researched in order to test the suggestion that these have been a response to the loss of status following the restructuring of 1987.
4. Senior managers' working patterns might be monitored over a more lengthy period. This would test the theory that school management is largely unpredictable, and would complement existing studies on the length of hours worked by heads and deputies.
5. The investigation of topics researched by students might be replicated in order to monitor the areas of interest and relevance to senior managers as new initiatives in schools become established.
6. The value of the ADEM in providing motivation to teachers who are unable, or do not wish, to progress up the career ladder should be probed by a larger scale study which should include teachers of less seniority than those in the present work.

Notes

- 1 The future of the LEAs remains in doubt as current legislation is passing through Parliament, Spring 1993.

ABBREVIATIONS USED IN THE TEXT

ACSTT	Advisory Committee on the Supply and Training of Teachers
ADEM	Advanced Diploma in Educational Management
APU	Assessment of Performance Unit
B.A.	Bachelor of Arts
BBC	British Broadcasting Corporation
B. Ed.	Bachelor of Education
CEO	Chief Education Officer
CEPAM	Centre for Education Policy and Management
CNAA	Council for National Academic Awards
COSMOS	Committee on Organisation, Staffing and Management of Secondary Schools
CSE	Certificate of Secondary Education
DES	Department of Education and Science
DFE	Department for Education
DOE	Director of Education
ENSA	Entertainments National Service Association
ERA	Education Reform Act, 1988
ESG	Education Support Grant
FE	Further Education
GCE	General Certificate of Education
GCSE	General Certificate of Secondary Education
GRIST	Grant-Related In-Service Training for Teachers
HMI	Her Majesty's Inspector
HoD	Head of Department
HoY	Head of Year
I/A	Incentive Allowance
IBIS	Inspectors Based in Schools
ICI	International Chemical Industries
IET	Institute of Education Technology
ILEA	Inner-London Education Authority
INSET	In-Service Education for Teachers
IQ	Intelligence Quotient
LEA	Local Education Authority
LEATGS	Local Education Authority Training Grants Scheme
LEAP	Local Education Authorities Project
MA	Master of Arts
MAPS	Management and Professional Services Package
M.Ed.	Master of Education
MBA	Master's degree in Business Administration
MSc	Master of Science

NAGM	National Association of Governors and Managers
NAHT	National Association of Head Teachers
NASUWT	National Association of Schoolmasters and Union of Women Teachers
NC	National Curriculum
NCC	National Curriculum Council
NDCSMT	National Development Centre for School Management Training
NFER	National Foundation for Education Research
OTTO	One-Term Training Opportunities
OU	Open University
P	Piloter
PE	Physical Education
PG	Pilot Group
PGCE	Post-Graduate Certificate in Education
R	Respondent (Research Group)
RE	Religious Education
RG	Research Group
ROSLA	Raising of the School Leaving Age
SCIP	Schools Council Industry Project
SD	Staff Development
SEAC	School Examinations and Assessment Council
SHA	Secondary Heads Association
TA	Teacher Assessment
TES	Times Educational Supplement
TVEI	Technical and Vocational Education Initiative
US	United States

- Archer, M. 1981 Education Politics: A Model for their Analysis, in Broadfoot, P., Brock, C. & Tulasiewicz, W. (eds.) Politics and Educational Change, Croom Helm, London
- Argyris, C. & Schon, D. 1974 Theory in Practice: increasing professional effectiveness, Jossey Bass, London
- Auld, R. 1976 William Tyndale Junior and Infants Schools Public Inquiry, ILEA, London
- ACSTT 1974 In-service education and training: some considerations See DES 1974
- ACSTT 1978 Making INSET work See DES 1978
- Ballinger, E. 1984 Headship in the 80s. A 20-day Programme for Secondary School Heads, LEA Officers & Advisers. Evaluation Report NDC, Bristol
- Banham, R. 1987 'Management Development', Education 6/2/87
- Barton, J., Becher, T. 'Accountability and Education', in Bush et al., op.cit.
- Canning, T. Eraut, T. & Knight, J. 1984
- BBC TV, 1991 Culloden
- Becher et al., 1979 in Elliott et al., op. cit.
- Bell, L. & Day C. 1991 Managing the Professional Development of Teachers OUP, Milton Keynes
- Bell, L. 1991 'Approaches to the professional development of teachers' in Bell & Day 1991 op. cit.
- Billings, D.E. 1977 'The nature and scope of staff development in institutions of higher education' in Elton, T. & Simmonds (eds.) Staff Development in Higher Education Society for Research into Higher Education, Guildford
- Board of Education 1938 Report of the Consultative Committee on Secondary Education with Special Reference to Grammar Schools and Technical High Schools (The Spens Report), HMSO, London
- Bolam R., 1981 Innovations in the In-Service and Training of teachers: A final synthesis report on an OECD/CERI project OECD, Paris
- Bolam R., 1987 'Management development: a response from the U.K. Perspective' in Hopkins, D. (ed.) 1987, Improving the Quality of Schooling, Sussex, Falmer Press

Education Politics: A Model for their Analysis
Broadfoot, P., Brock, C. & Tinsley, W. (eds)
Politics and Educational Change, Greenwich, Conn: Ablex, 1981

Archer, M. 1981

Theory in Practice: Increasing Professional
Effectiveness, Jossey-Bass, London, 1974

Argyris, C. & Schon, D. 1978

William Tyndale Junior and Infant School
Report, ILTA, London, 1970

Auld, R. 1970

Improving Education and Training
Committee, 1974

ACCTT 1974

Improving Education and Training
Committee, 1974

ACCTT 1970

Improving Education and Training
Committee, 1974

Archer, M. 1981

Improving Education and Training
Committee, 1974

Archer, M. 1981

Improving Education and Training
Committee, 1974

Archer, M. 1981

Improving Education and Training
Committee, 1974

Archer, M. 1981

Improving Education and Training
Committee, 1974

Archer, M. 1981

Improving Education and Training
Committee, 1974

Archer, M. 1981

Improving Education and Training
Committee, 1974

Archer, M. 1981

Improving Education and Training
Committee, 1974

Archer, M. 1981

Improving Education and Training
Committee, 1974

Archer, M. 1981

Improving Education and Training
Committee, 1974

Archer, M. 1981

Improving Education and Training
Committee, 1974

Archer, M. 1981

Improving Education and Training
Committee, 1974

Archer, M. 1981

Improving Education and Training
Committee, 1974

Archer, M. 1981

Improving Education and Training
Committee, 1974

Archer, M. 1981

Improving Education and Training
Committee, 1974

Archer, M. 1981

Improving Education and Training
Committee, 1974

Archer, M. 1981

Improving Education and Training
Committee, 1974

Archer, M. 1981

Improving Education and Training
Committee, 1974

Archer, M. 1981

Improving Education and Training
Committee, 1974

Archer, M. 1981

Improving Education and Training
Committee, 1974

Archer, M. 1981

Improving Education and Training
Committee, 1974

Archer, M. 1981

Improving Education and Training
Committee, 1974

Archer, M. 1981

Improving Education and Training
Committee, 1974

Archer, M. 1981

- Bolam, R. & Baker, K. 'Staff Development' Block 6, Part 4 E323, Open 1984 University, Milton Keynes
- Brighouse, T., 1989 'Heads' administration MBA plan', TES 30/6/89
- Broussine, M. & Guerier Y., 1983 Surviving as a Middle-Manager, Beckenham, Croom Helm
- Buchan, J. & Weyman, C. 1990 The supply of teachers: a national model of the 1990s, Institute of Manpower Studies, Sussex University
- Buckley, J. 1985 The Training of Secondary School Heads in Western Europe, Windsor, NFER Nelson
- Burnham P.S., 1968 'The Deputy Head' in Headship in the 1970s, Allen B. (ed.), Oxford, Blackwell
- Bush, T. 1983 'The role of Vice Principal in Further and Higher Education', JFHE 7(3)
- Bush, T., Glatte, R., Goodey, J., & Riches, C. (eds.) 1984 Approaches to School Management, London, Harper & Row
- Bush, T. 1990 Interview for current research
- Busher H., 1990 'Managing Compulsory INSET Under Teachers' New Conditions of Service' Educational Management and Administration Vol.18/3)
- Callaghan, J., 1976 Ruskin Speech, see TES 15/10/76
- Central Advisory Council for Education (England) 1959 15-18 (The Crowther Report), HMSO, London
- Central Advisory Council for Education (England) 1967 Children and their Primary Schools: A Report (The Plowden Report), HMSO, London
- CEPAM 1991 Educational Management - Courses and Learning Materials from the Open University
- Cooper B.S. & Shute R.W. 1988 Training for School Management, London, Bedford Way Papers
- Coopers & Lybrand 1987 Local Management of Schools - A Report to the DES
- Coulson, A.A. 1974 The Deputy Head in the Primary School: Role Conceptions of Heads and Deputy Heads, unpublished M.Ed. thesis, University of Hull
- Crowther Report see Central Advisory Council

Dale, R. 1984	Education, Training and Employment, O.U. course E333, Module 3, Part 2, OUP, Milton Keynes
Dale, R. 1986	'Perspectives on Policy-Making', E333 Module 1 Part 2, Open University, Milton Keynes
Dalin, P. 1973	Case Studies of Educational Innovation IV Strategies for Innovation In Education, Paris OECD/CERI
Davies, B. 1983	'Head of Department Involvement in Decisions' Educational Management and Administration 11
Dennison, W.F. 1975	'Education and the Economy: changing circumstances in McNay & Ozga, op. cit.
DES 1902	Education Act
DES 1963	Half our Futures (The Newsom Report), HMSO, London
DES 1971	Education: A Framework for Expansion Cmnd. 5174 (ROSLA) HMSO, London
DES 1972a	Teacher Education and Training (The James Report), HMSO, London
DES 1972b	A Language for Life (The Bullock Report), HMSO
DES 1974	Advisory Committee on Induction & Training of Teachers, ACSTT (74), INIST II
DES 1976	DES Memorandum to the Prime Minister (Yellow Book)
DES 1977a	A New Partnership for our Schools (Taylor Report) HMSO, London
DES 1977b	Education in Schools: A Consultative Document, Cmnd. 6869, HMSO, London
DES 1977c	Ten Good Schools, HMSO, London
DES 1978a	School examinations: report to the steering Committee established to consider proposals for replacing GCE O levels/CSE examinations by a common system of examining, Cmnd. 7281, HMSO, London
DES 1978b	Secondary school examinations: a single system of examining at 16+, Cmnd. 7368, HMSO, London
DES 1979	Aspects of Secondary Education in England. A Survey by HMI, HMSO, London
DES 1980	Education Act, HMSO, London

DES 1981	The School Curriculum (The Hughes Report)
DES 1983a	Teaching Quality HMSO, London
DES 1983b	The In-Service Training Grant Scheme Circular 3/83, HMSO, London
DES 1985	Better Schools, HMSO, London
DES 1986a	Education Act, HMSO. London
DES 1986b	Local Education Authority Training Grants Scheme Financial Year 1987-88 Circular 6/86, HMSO, London
DES 1987	The Education (School Teachers' Pay and Conditions of Employment) Order, HMSO, London
DES 1988	Education Reform Act HMSO, London
DES 1988b	Circular 5/88, HMSO, London
DES 1989a	National Curriculum: From Policy to Practice HMSO, London
DES 1989b	Planning for School Development, HMSO, London
DES 1990	Planning for Key Stage 4: A Supplementary Discussion Paper
DES 1992	White Paper on Education, 'Choice and Diversity'
Dewey, J. 1915	Education vs. trade-training, The New Republic
Douglas, B. 1991	'"Teachers as experts": a case study of school-based staff development', in Bell & Day, Managing the Professional Development of Teachers, OUP, Milton Keynes
Dunleavy, P. and O'Leary, B. 1987	Theories of the State - The Politics of Liberal Democracy, MacMillan Educational Ltd., London
Dwyer, J. 1984	Preparation for Secondary Headship. Report of a 2-Term Secondment, Whitley Bay High School, Resource Centre
Efficiency Unit, 1990	'Unit wants funding evaluated' TES 16/2/90
Earley P. & Weindling D. 1988	'Heading for the Top: The Career Paths of Secondary School Heads,' Educational Management and Administration 16
Earley P., Baker, L. Weindling, D., 1990	Keeping the raft afloat: secondary headship 5 Years on, NFER

- Elliott-Kemp, J. & Williams G.L. 1980 The DION Handbook, Diagnosis of Individual Organisational Needs for Staff Development and INSET in Schools, Sheffield Polytechnic, PAVIC
- Elliott, J., Bridges, D. 1981 School Accountability: The SSRC Accountability Project, Grant McIntyre
- Gibbs, R., Nias, J. 1981
- Esp, D. 1991 'Staff development, local management of schools and governors' in Bell L. & Day C. 1991 op.cit.
- Etzioni, A. 1965 Modern Organisations, Englewood Cliffs, N.J. Prentice Hall
- Everard K. B., 1986 Developing Management in Schools, Oxford, Blackwell
- Forster, W. E., 1870 in Maclure op.cit. 1965
- Francis, H. & Triggs E., 1990 The Value to education of long award-bearing courses for serving teachers, London University Institute of Education
- Gipps, C. 1986 'A Critique of the APU' in Raggatt & Weiner, Curriculum and assessment: Some Policy Issues Open University, Milton Keynes
- Glatte, R., Bush, T. & Preedy, M. 1986 Applied Studies in Educational Management: A Project-based distance learning programme Centre for Education Policy and Management, School of Education, Open University, Milton Keynes
- Glatte, R. 1984 Managing for Change, Block 6 of O.U. course E324 Management in Post Compulsory Education, OUP, Milton Keynes
- Goddard, D. 1985 'ACSET: its Implementation in a Wider Context' School Organisation, 5,3
- Griffiths, P. 1986 'OU takes a bigger in-service role' TES 2/5/86
- Gould W & Dennison W.F. 1988 'Deputy Headship reconsidered: the consolidation of senior management teams' in Educational Review Vol.40, no.3 1988
- Habermas, J. 1976 Legitimation Crisis, Heinemann, London
- Hall, P. 1986 in Glatte et al. op.cit.
- Halpin, A. 1966 Theory and Research in Administration, McMillan, New York
- Hargreaves, A. 1975 'The Politics of administrative convenience: the case of middle schools', in McNay & Ozga op.cit.

- | | |
|---|---|
| Hargreaves, D. 1984 | Improving Secondary Schools, ILEA |
| Harrison, N. 1989 | TES 17/2/89 |
| Herzberg, F. 1966 | Work and the Nature of Man, World Publishing Co., Pittsburgh |
| Howlett, M. 1990 | 'School Management Task Force: A School View', Management in Education, Vol. 4/2 |
| Howson 1988a | 'Top Vacancies', TES 19/8/88 |
| Howson 1988b | 'Head hunter general', TES 18/11/88 |
| Hoyle, E. 1984 | The Teacher's Career, OU E323 Module 6 Part 3, OUP, Milton Keynes |
| Hughes M.G., Carter J., & Fidler, B. 1981 | Professional Development Provision for Senior Staff In Schools and Colleges, Birmingham, Faculty of Education |
| ILEA 1977 | Keeping the School under Review A Method of Self-Analysis for Schools Devised by the ILEA Inspectorate |
| ILEA 1984 | Improving Secondary Schools ('The Hargreaves Report') |
| ILEA 1985 | Improving Primary Schools ('The Thomas Report') |
| ILEA 1989 | The London Record of Achievement: Putting Schools First |
| Jayne, E. 1980 | Survey of Management Training Courses for Senior Staff of Secondary Schools, ILEA, Research & Statistics, London |
| Jayne, E. 1981 | A Primary Curriculum Support Team at Work, Study No.2, ILEA, Research & Statistics, London |
| Joseph, K. 1986 | 'Heads can be "magic wands": Sir Keith' TES 11/4/86 |
| Katz, D. 1974 | 'Skills of an effective administrator', Harvard Business Review, September/October |
| Knight, C. K. 1988 | The 'Conservative Educationalists', with particular reference to their contribution to the making of educational policy in the post-war conservative Party, 1950-1986, Doctoral thesis Institute of Education, London |
| Kogan, M. 1975 | 'Education Policy and Values', in McNay & Ozga op. cit. |

- | | |
|--|--|
| Kogan, M, 1986 | Education Accountability: An Analytical Overview
Hutchinson, Essex |
| Lyons, G. 1976 | Heads' Tasks, NFER, Slough |
| Lawley, P. 1988 | Deputy Headship, Guildford, Longman |
| Leicester, C., 1988 | Future Employment Issues, University of Sussex |
| Maclure, J. S. 1965 | Educational Documents: England and Wales, 1816-1963
McMillan, London |
| Maclure, S. 1988 | Education Re-formed, Sevenoaks, Hodder &
Stoughton |
| Management Task Force
1989 | 'Task Force says reforms make heads' training
vital' TES 7/4/89 |
| Marland, M.(ed.) 1986 | School Management Skills, Heineman, London |
| Maslow, A.H. 1954 | Motivation and Personality, Harper and Row, London |
| Maw, J. 1977 | 'Defining roles in senior and middle management in
secondary schools', in Jennings, A. (ed.)
Management and Headship in the Secondary School,
Ward Lock Educational, London |
| McMullen, H. 1991 | 'The role of appraisal in staff development' in
Bell L. & Day C., op. cit. |
| McNay, I. and Ozga, J.
1975 | Policy-Making in Education. The breakdown of
Consensus Oxford, Pergamon Press |
| Morgan, C., Hall, V.
& Mackay, H., 1983 | The Selection of Secondary School Headteachers
Milton Keynes, Open University Press |
| Musgrave, P. W. 1972 | The Sociology of Education, Methuen |
| NAHT, 1988 | Recruitment, retention, motivation and morale of
senior staff in schools, NFER, Slough |
| NDCSMT, 1985 | Evaluation Advice, Bristol, National Development
Centre for School Management Training |
| NFER, 1989 | The Search for Success, NFER, Slough |
| Ohio Research Team | See Landers, T. & Myers, J. 'Organisation and
Adminstration Theory', in Bush et al. op. cit.
pages 147-150 |
| Oldroyd, D., Smith, K.,
& Lee, J., 1984 | School-based Staff Development activities: A
Handbook for Secondary Schools |

Open University 1984	'Managing Staff', E324 Block 5, OUP, Milton Keynes,
Open University 1987	Open Opportunities, OUP, Milton Keynes
Open University 1988	The Open University Degree Prospectus and Student Handbook 1988-9
Owen, P. R., Davies, M. & Wayment, A., 1983	'The Role of the Deputy Head in Secondary Schools' Educational Management and Administration 11
Oxtoby, R. 1979	'Problems Facing Heads of Department', JFHE 3 (1)
Packwood, T. 1984	'The Introduction of Staff Responsibility for Subject Development in Junior Schools' in Goulding S. et al. Case Studies in Educational Management, Harper & Row, London
Pateman, T. 1978	'Accountability, values, and schooling', in Bush et al. op. cit.
Plowden, 1967	See Central Advisory Council for England
Preedy, M. 1988	'Partnership at a distance', in Partnership in Educational Management, Poster, C. & Day, C. Routledge, London
Raggatt, P. 1986	'Much Ado About the Curriculum' E333 Module 5 Part 1, Open University Press, Milton Keynes
Reid K., Hopkins D. & Holly, P. 1987	Towards the Effective School, Blackwell, Oxford
Reti, P. 1980	A Grid for Analysing teachers' In-Service Needs Coventry Technical College, Education Unit
Rowe, A. 1986	'Hope to shape Heads to shape our schools', TES 18/7/86
Rutter, M. et al. 1979	15,000 Hours: Secondary Schools and their effects in Children, Open Books, London
Rudduck, J. 1982	Teachers in Partnership: 4 studies of In-service collaboration, UEA/ Schools Council
Rumbold, A., 1989	'There's more to life than exams, says Minister' TES 8/12/89
Secondary Heads Association 1982	Towards Coherence: A Scheme for Professional Development at Senior Levels in the Education Service
Secondary Heads Association, 1989	If it moves.... a study of the role of the deputy head

Secondary Schools Examinations Council 1960	Secondary schools examinations other than GCE (The Beloe Report) HMSO, London
Shipman, M. 1984	Education as a Public Service, Harper & Row, London
Shipman, M. 1990	In Search of Learning, Blackwell, Oxford
Spens Report	See Board of Education, 1938
Stenhouse, L. 1975	An introduction to curriculum research and development, London, Heineman
Styan D. 1987	'Don't panic', TES 27/1/87
Styan D. 1990	'Better Managers, Better Management', Management in Education Vol. 4/2
Taylor, F. 1987	ILEA News 30/4/87
TES 22/7/88	'Recruitment worries nibbling at the core'
TES 9/9/88	'Most heads are poor managers, study shows'
TES 18/11/88	'Head hunter general'
TES 21/9/89	'Expert advice that does not come cheap'
TES 28/9/89	'Civil servants anger NCC by blocking report'
TES 15/2/91	'Attacks on schools unjust, HMI says'
TES 8/1/93	'Opting out tangles line of command'
Todd R. & Dennison W.F. 1980	'The changing role of the Deputy Headteacher in English Secondary Schools', in Bush, T. et al. (eds.) Approaches to School Management, London, Harper & Row
Torrington, D. & Weightman, J. 1989	The Reality of School Management, Oxford, Backwell
Travers, C. & Cooper C. 1990	University of Manchester Institute of Science & Technology
Walton, B., 1987	'A Working Partner', TES 13/11/87
Weindling, D. & Earley, P. 1987	Secondary Headship: the First Years NFER-Nelson
Weindling, D. & Earley, P. 1988	'How Heads manage change' in Understanding School Management, eds. Glatter, Preedy, Riches, Masterton, 1988, OUP, Milton Keynes

Weindling, D. 1990	NFER
Weston, C. 1989	'Higher pay eases hunt for heads' TES 27/1/89
Weston, C. 1989a	'LEAping ahead' TES 17/2/89
White Paper 1962	Industrial Training, HMSO, London
Williams, G.L. 1982	Staff Development in Education, A Guide to theory and a checklist for improving current practice Sheffield Polytechnic, PAVIC
Willis, J. 1987	Unpublished research for ADEM
Wragg, T. 1986	'Waiting for the Whirlwind' TES 31/1/86
Young, M. & Whitty, G. 1977	Society, State and Schooling, Guildford, Falmer Press

PEN PORTRAITS

* indicates same school

P1

Female, age 36-40. B.Ed., M.A., ADEM.

Secondary, English/Sociology/Drama

Teaching experience

1974-1976	Secondary, mixed	English, Drama
1976-1979	Secondary, boys	i/c Social Studies
1981-1986	Mixed, 3-16	Teacher of travellers
1987-1988	Secondary, mixed*	Part-time, English
1988-	Secondary mixed*	2nd i/c English
1975-1988	Adult education	Tutor, English & Sociology

Present school/post

12-18, suburban High School, NoR 700

3 years in school. Previous post: part-time MPG

Current post: 2nd i/c English

Advanced Diploma Part A Courses

E323 Management and the School

E333 Policy making in Education

Other management training

Sept. 1988, 2 days LEA Managing change

*

*

*

P2

Male, age 41-45, BSc., PGCE

Secondary, Mathematics

Teaching experience

1971-1977	Secondary Modern, boys	Head of Year
1977-1982	Secondary, mixed	Head of Department
1982-1987	Secondary, mixed	Deputy Head
1987-	Secondary, mixed	Deputy Head

Present school/post

12-16, suburban, mixed comprehensive, NoR 900

3 years in school, Deputy Head

Advanced Diploma Part A Courses

E323 Management and the School

E364 Curriculum Evaluation & Assessment in Educational Insts.

Other management training

14 days LEA County INSET for Deputies

4 days Brighton Poly.

P4

Male, age 46-50, BSc., PGCE, ADEM

Secondary, Chemistry, Physics, Mathematics, Integrated Science

Teaching experience

1964-1969	Grammar, boys	Assistant, Chemistry and i/c Sports
1970-1972	Secondary, mixed	Head of Chemistry
1972-1984	Secondary, mixed	Head of Science & Gen. St.
1984-1986	Secondary, mixed*	Head of Science & Tech. & Senior Teacher (Admin.)
1987-	Secondary, mixed*	Acting Deputy Head (Curr.)

Present school/post

11-18. urban, mixed, NoR 300

4½ years in school, previous post: Head of Department & Senior
Teacher

current post: Deputy Head

Advanced Diploma Part A Courses

E323 Management and the School

E333 Policy-Making in Education

Other management training

6-9 sessions each	LEA	Various courses: Curriculum, Pastoral Care, Timetabling, Accountability
5 x 2 hours	LEA	Senior Management in Sec. Schools

*

*

*

P5

Female, age 36-40, Cert. Ed., B.Ed., Dip.Ed.

Secondary, Religious Studies

Teaching experience

1972-1973	Secondary, mixed	Assistant teacher, R.E.
1973-1984	Secondary, mixed	Head of R.E., Head of Year Head of PR
1984-1987	Secondary, mixed	Deputy Head
1987-	Secondary, girls	Deputy Head

Present school/post

11-18, suburban, girls, NoR 885

1 year and 2 terms in post, Deputy Head

Advanced Diploma Part A Courses

E323 Management and the School

E333 Policy making in Education

Other management training

3 days	Industrial Society	Leadership in schools, Interviewing/selection
2 days	EMU, London	LMS

- -

R4

Male, age 41-45, Cert. Ed., B.A., M.A.
Secondary. Religious Education, History

Teaching experience

1977-1978	Secondary, mixed	Assistant teacher
1978-1985	Secondary, mixed	Head of Department
1985-1987	Secondary, mixed*	Head of Department
1987	Secondary, mixed*	Coordinator, RoA
1987	Secondary, mixed*	Coordinator, TVEI

Present school/post

11-18, urban, girls, NoR 950

4 years in school. Previous posts: HoD, R.E., scale 3

Coordinator, RoA, scale 4

Current post: Coordinator, TVEI, I/A D

Advanced Diploma Part A Courses

E325 Managing Schools

E333 Policy making in Education

Other management training

1 term	LEA	Managing INSET in schools
1 term	TVEI	Management of change
1 term	TVEI	Managing TVEI

*

*

*

R5

Female, age 41-45, Cert. Ed., B.A.(O.U.)

Junior, Primary curriculum, Advanced Art, Main French

Teaching experience

1970-1971	Junior, mixed	Assistant teacher, scale 1
1971-1972	Junior, mixed	Scale 2
1972-1974	Junior, mixed	Scale 3
1974-1982	Junior, mixed	Scale 3
1982-1988	Junior, mixed*	Deputy Headteacher
1984 (1 term)	Junior, mixed*	Acting Headteacher
1988 (1 term)	F.E.	Assistant lecturer
1988-	Junior, mixed	Headteacher

Present school/post

Junior, suburban, mixed, NoR 272

1 year in post, Headteacher

Advanced Diploma Part A Courses

E323 Management and the School

E333 Policy making in Education

Other management training

2 terms	DES	Preparation for Primary Headship
2 terms	DES	Management for Deputy Heads

R6

Male, age 31-35, Cert. Ed., B.A.(O.U.)

Secondary, Craft & Technical Studies with Design, English & Drama

Teaching experience

1976-1978	Sec. Mod., boys	Assistant, Woodwork and Technical Drawing
1978-1981	Comprehensive High, mixed	i/c Wood Technology
1982-1986	Secondary, mixed	HoD, Technology
1986-1989	Grammar, mixed	HoD, CDT
1989-		Advisory Teacher, Tech.

Present school/post

AT, urban Teachers' Centre

2 months in post, Senior Teacher

Advanced Diploma Part A Courses

No response

Other management training

None

*

*

*

R8

Female, age 36-40, Cert. Ed., B.A.

Secondary, P.E., Art

Teaching experience

1975-1979	Secondary, mixed	Assistant teacher, P.E.
1979 (1 term)	Secondary, mixed	Acting HoD, P.E., supply
1979-1982	Secondary, mixed	HoD P.E., Deputy HoY
1983-1989	Secondary, mixed	Head of House/Year Coordinator, TVEI
(1990	Grammar, girls	Deputy Head)

Present school/post

12-18, urban, mixed, NoR 650

6 years in school. Previous posts: Head of House, scale 3

Head of Year, scale 4

TVEI coordinator, I/A E

Acting Deputy Head

Current post: Senior Teacher

Advanced Diploma Part A Courses

E323 Management and the School

E333 Policy making in Education

Other management training

3 x 2½ days LEA

Team Building

3 days LEA

Staff Development

2 days Roehampton

LMS

R9

Male, age 41-45, B.Sc., M.A., PhD.
Secondary, Physics, Science

Teaching experience

1976-1980	Secondary, mixed	HoD, Computer Studies
1980-1987	Secondary, girls*	HoD Maths & Computer St.
1984-1985	Secondary, girls*	Deputy Head
1985 (1 term)	Secondary, girls*	Acting Head
1987	Secondary, mixed	Senior Teacher

Present school/post

11-18, suburban, mixed, NoR 1150
2 years in post, Senior Teacher i/c new developments

Advanced Diploma Part A Courses

E323 Management and the School
E222 The Control of Education in Britain

Other management training

1 week	College of Preceptors	School Management
6 sessions	N.E. London Poly.	Management for STs

*

*

*

R10

Male, age 36-40, Cert. Ed., B.Ed., M.A.(Ed.)
Primary

Teaching experience

1975-1979	Junior mixed & Infants	Scale 1 then 2 (P.E.)
1979-1986	Junior mixed & Infants	Scale 2, P.E. then English
1986-1988	Middle, mixed	Deputy Head
1988-	Middle, mixed	Headteacher

Present school/post

Middle, urban, mixed, NoR 250
1 year in post, Headteacher

Advanced Diploma Part A Courses

E323 Management and the School
E333 Policy making in Education

Other management training

3 days	ILEA	Primary Management
--------	------	--------------------

R11

Female, age 41-45, BSc., MRSC

No training

Teaching experience

1966-1970	Direct grant, girls	Assistant/senior chemist
1974-1976	Secondary modern, mixed	Assistant, part-time
1978-1979	F.E. college	Assistant, part-time
1979-1983	Independent, girls	i/c Physics, part-time
1983-1984	Independent, girls*	Head of Chemistry
1985-1988	Independent, girls*	Head of Science
1986-1988	Independent, girls*	Senior Teacher
1989-	Independent, girls	Deputy Head

Present school/post

Independent 5-18, suburban, girls, NoR 1029

1 year in post, Deputy Head

Advanced Diploma Part A Courses

E323 Management and the School

E333 Policy making in Education

Other management training

None

*

*

*

R12

Female, age 41-45, NNEB, Cert. Ed

Primary

Teaching experience

1970-1972	Primary, mixed*	Assistant teacher
1972-1974	Primary, mixed*	Scale 2, Art/Craft Display
1974-1976	Primary, mixed*	Scale 3, Head of Lower Sch.
1976-1980		Part-time supply
1980	Infant, mixed	Full time supply
1981-1983	Infant, mixed	Scale 2, computer/audio-visual/display
1983-1984	Infant, mixed*	Acting Deputy Head
1984 (1 term)	Infant, mixed*	Acting Head
1985 (1 term)	Amalgamated primary*	Acting Deputy Head
1985-1987	Primary, mixed*	I/A B, INSET, Head of L.Sch
1987-	Primary, mixed*	I/A C, above + Prof. Dev.

Present school/post

Primary, urban, mixed, NoR 360

Advanced Diploma Part A Courses

E241 Special Needs

E325 Managing Schools

Other management training

2 weeks over 1 year LEA

1 week LEA

INSET Coordination

Preparation for Headship

- -

R13

Male, age 36-40, Cert.Ed., Dip.Ed
Junior and secondary, primary except Music

Teaching experience

1971-1974	Secondary, boys	Assistant teacher
1974-1975	Secondary/primary	Supply
1975-1983	Primary, mixed	Scale 2, Drama
1983-	Primary, mixed	Deputy Head

Present school/post

Primary, urban, mixed, NoR 200
6 years in post, Deputy Head

Advanced Diploma Part A Courses

E323	Management and the School
E333	Policy making in Education

Other management training

Weekend	LEA	LEA Training weekend
1 term	Institute of Education	Primary Management

*

*

*

R14

Female, age 36-40, Cert.Ed., B.A.(O.U.), DPSE
Secondary, Science

Teaching experience

1977 (1 term)	Secondary, boys	Supply
1978 (1 year)	Secondary, mixed	Supply
1981-1983	Secondary, mixed	Supply, part-time
1983-1984	Secondary, mixed*	Scale 1, Science
1984	Secondary, mixed*	Scale 2, Ass.Head of House
1986	Secondary, mixed*	Scale 3, Applied Science
1988	Secondary, mixed*	I/A C, Head of House
1989	Secondary, mixed*	I/A D, Advisory Teacher

Present school/post

Advisory Teacher, ½ term

Advanced Diploma Part A Courses

E333	Policy making in Education
E325	Managing schools

Other management training

None

THE ADVANCED DIPLOMA IN EDUCATIONAL MANAGEMENT, O.U. COURSE DO2*

Part A

2 ½-credit courses. Must include either 1 or 2 (below) or both.
£250 each (1990)

1. E325 Managing Schools (or predecessor E323 Management and the School, or E321 Management in Education)
2. E324 Management in Post-Compulsory Education
3. E333 Policy-making in Education (or predecessor E222 The Control of Education in Britain, or E221 Decision-making in British Educational Systems)
4. E241 Special Needs in Education
5. E355 Education for Adults
6. E271 Curriculum and Learning (or predecessor E364 Curriculum Evaluation and Assessment in Educational Institutions)

Part B

1 full credit. £285 (1990)

EP851 Applied Studies in Educational Management

- Managing external relations
- Leadership and organisation
- Managing the curriculum
- The management of staff and resources

*DO2 to be presented for the last time in 1994.

Replacement likely to contain different choices for Part A.

E324 to be presented for last time in 1991.

E325 to be replaced by new school management course in 1993.

Changes in Part A courses

E323 Management and the school

Block 1: Management in Action: An Introduction to School Management

Block 2: School Management: The Wider Context

Block 3: Managerial Processes in Schools

Block 4: Policy-making, Organization and Leadership in Schools

Block 5: Managing the Curriculum and Pastoral Care

Block 6: The Management of Staff

Block 7: Shorefields Comprehensive School: A Case Study on the Management of Change

Block 8: School Management in Perspective

Changes in Part A courses (cont.)

E325 Managing Schools

Block 1: Relationship between practice and theory in school management through case studies of a primary and secondary school

Block 2: Leadership and decision-making in schools and the management roles of staff in primary and secondary schools

Block 3: Curriculum management - planning, evaluation and change.

Theme developed through case studies

Block 4: Management of school staff, roles and development; staff selection and appraisal, some legal issues, inter-personal communications

Block 5: Management of finance, including Local Financial Management, and other non-staff resources eg. information technology

Block 6: Management of policy issues arising from schools' relationships with LEAs, governing bodies, parents and other schools/colleges in context of consumerism and accountability. Voluntary sector schools' differences from maintained sector.

Block 7: Review of course by examining continuity and change in relation to management

EP851 TOPICS FOR RESEARCH PROJECTS

Managing external relations

- A Teacher-parent communication
- B The role of the governing body
- C The relationship with LEA advisers and officers
- D Links with employers

Leadership and organisation

- E Major policy change in a school or college
- F Role of a senior manager or management group
- G Management of falling rolls

Managing the curriculum

- H Initiating change in the curriculum
- I Curriculum design and implementation
- J The management of pastoral care

Managing resources

- K Financial resource management
- L Managing space or equipment
- M Managing in-service education and training for teachers
- N Managing in-service education and training for non-teaching staff

RESEARCH PROJECT EP851 GRADUATES, 1988

I. THE RESEARCHER

The researcher has taught for 14 years in ILEA comprehensive schools, where she is currently seeking promotion to a Senior Management post. She completed EP851 in 1987, and is now researching the contribution this course makes towards the preparation of school managers for their changing role. This is a part-time project with the O.U., aimed at a PhD.

II. OUTLINE OF RESEARCH

As a graduate herself of EP851, the researcher is interested to examine the experiences of other course participants, to compare their reasons for undertaking the advanced Diploma, their motivation for persevering with it, and their evaluation of the course. The hope is to focus on a group of middle and senior managers, working in both the primary and secondary sectors, and to monitor their career development over a period of 2-3 years. For practicality, the sample will be drawn from the inner and outer London region, thereby allowing for interviews to be carried out. The final sample is anticipated to number approximately 15, permitting a qualitative study of their motivation, sources of job satisfaction and dissatisfaction, career plans and professional advancement.

Respondents will be asked initially to:

1. complete a preliminary questionnaire;
2. undergo a 1 hour interview, at which sections IV and V of the questionnaire will be developed;
3. record details on a pro forma of all future job applications, over a period of 1-2 years.

III. ROLE OF PILOT SAMPLE

In order to pilot instruments for use with the final sample, the researcher is seeking the cooperation of 5 teachers from the London area who completed EP851 in 1988. They would be asked to participate in stages 1 and 2 (above) and to comment upon 3, the draft pro forma. Instruments will be amended in response to their comments, and implemented with the final sample, commencing autumn 1989.

Any information given will be entirely confidential and used only for the purposes of this research project. Respondents will be anonymous.

If you are prepared to participate in this pilot, would you please complete the enclosed pro forma and return it, in the s.a.e. provided, to the researcher by 1 January, 1989?

Thank you for taking the time to read this document.

RESPONDENT DETAILS

Full name:

Title: Mr/Mrs/Miss/Ms

Address for correspondence:

Present post & school (please tick):

Headteacher

Deputy Head

Senior teacher

Head of Department

Head of Year

Other

(please specify):

primary

middle

secondary

other

(please specify):

RESEARCHER DETAILS

Full name: Jennifer Willis

Title: Miss

Address for correspondence: 20, Bargate Close,
New Malden,
Surrey, KT3 6BQ

RESEARCH PROJECT EP851

Thank you for agreeing to take part in this research.

You will find enclosed a questionnaire and s.a.e. If you are no longer able to be involved in the project, would you please return the uncompleted questionnaire in the envelope provided?

If you are still willing to take part in the research, would you please complete the questionnaire and return it in the s.a.e. by 20 November 1989.

It is hoped that questionnaires will be followed up in Spring 1990 with an interview lasting approximately 1 hour, when Sections IV and V may be developed. Respondents will also be asked to aid the researcher by

a) completing a pro forma diary of tasks performed during a 2-week period in the Spring Term;

b) recording on a pro forma details of any posts applied for since completing EP851.

Would you please tick on the slip below which of these activities you would be willing to take part in, and indicate how you would prefer the researcher to contact you in order to arrange an interview? Slips should be returned with the completed questionnaire.

Thank you again for your assistance in this project. If you should have any queries, I can be contacted as indicated below.

Jenny Willis
October 1989

Miss J. Willis,
20, Bargate Close,
New Malden,
Surrey, KT3 6BQ

tel. 01 949 3359

Name of Respondent: _____

I am willing to take part in the following activities (please tick as appropriate):

Interview ☐

Diary ☐

Application record ☐

Preferred means of contact (please complete as relevant):

Address/Phone number

RESEARCH PROJECT EP851 GRADUATES, 1988

I. THE RESEARCHER

The researcher has taught for 14 years in ILEA comprehensive schools, where she is currently seeking promotion to a Senior Management post. She completed EP851 in 1987, and is now researching the contribution this course makes towards the preparation of school managers for their changing role. This is a part-time project with the O.U., aimed at a PhD.

II. OUTLINE OF RESEARCH

As a graduate herself of EP851, the researcher is interested to examine the experiences of other course participants, to compare their reasons for undertaking the Advanced Diploma, their motivation for persevering with it, and their evaluation of the course. The hope is to focus on a group of middle and senior managers, working in both the primary and secondary sectors, who will complete EP851 in Autumn 1989, and to monitor their career development over a period of 1-2 years. For practicality, the sample will be drawn from the inner and outer London region, thereby allowing for interviews to be carried out. The final sample is anticipated to number approximately 15, permitting a qualitative study of their motivation, sources of job satisfaction and dissatisfaction, career plans and professional advancement.

III. ROLE OF SAMPLE

Respondents will be asked to:

- | | |
|--|--------------------------|
| 1. Complete a preliminary questionnaire | Nov. 1989 |
| 2. Undergo a 1 hour interview, at which sections IV and V of the questionnaire will be developed | Spring '90 |
| 3. Record details on a pro forma of all future job applications, over a period of 1-2 years | Spring '90
-Autumn 91 |

All information given will be entirely confidential and used only for the purposes of this research project. Respondents will remain anonymous.

If you are willing to participate in this research, would you please complete the enclosed pro forma and return it, in the s.a.e. provided, to the researcher by 16 June 1989? The sample selected will be contacted again in November 1989, once final examinations are finished.

Thank you for taking the time to read this document.

PILOT VOLUNTEERS

	Male			Female		
	P	J	S	P	J	S
Head						
Deputy Head			1	2*		1
S. Teacher			1**			
Head of Dept.						1
Head of Year						
Other			1 S. Teacher (tertiary)			1 freelance ex DH 1 deputy HoD (1 scale 2)

* Acting Head

** Acting Deputy Head

Consulted: 30

Responses: 9 (10), representing 30% (33%)

PILOTERS SELECTED

	Male			Female		
	P	J	S	P	J	S
Head						
Deputy Head			x	x*		x
S. Teacher			x			
HoD						
HoY						
Other					x	

* Withdrew

RESEARCH GROUP VOLUNTEERS

	Male			Female		
	P	J	S	P	J	S
Head		1			1	
Deputy Head		1	1			2
S. Teacher			1		1	2
HoD			1			
HoY			1			1
Other	1 TVEI 1 FE 1 Adviser			1 FE		

Consulted: 34

Responses: 17, representing 50%

RESEARCH GROUP SELECTED

	Male			Female		
	P	J	S	P	J	S
Head		x			x	
Deputy Head		x	x			xx
S. Teacher			x		x	xx
HoD			x			
HoY			x			x
Other		x				

Respondent	QUESTIONNAIRE	INTERVIEW	DIARY	APPLICATIONS
1	WITHDRAWN			
2	WITHDRAWN			
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

Totals _____

RESEARCH PRPJECT EP851 GRADUATES

Thank you for agreeing to take part in this research.

You will find enclosed a pilot questionnaire. Please would you complete it and return to me in the s.a.e. provided by January 30 1989?
If you are no longer able to take part in the project, please return the completed questionnaire in the s.a.e.

It is hoped to follow up questionnaires with an interview lasting approximately 1 hour, during which Sections IV and V will be expanded and the research instruments discussed. If you are willing to take part in this stage, please complete the slip below and return it with your questionnaire.

Jenny Willis
January 5, 1989

Name of respondent:

Preferred means of contact for arranging interview (please complete as appropriate):

Telephone number:

Address:

QUESTIONNAIRE EP851 GRADUATES 1989

Thank you for agreeing to take part in this research. The questionnaire represents the first stage of a project investigating teachers' reasons for undertaking the Advanced Diploma in Education Management, their career plans and the role the diploma has played in preparing them for their future.

Any information you give will be entirely anonymous, and used only for the purposes of this research.

Would you please return your completed questionnaire in the s.a.e. provided by the date indicated on the final page?

Please complete the questions by ticking the boxes or replying briefly, as appropriate.

I. PERSONAL DETAILS

1. Sex and age (to nearest year)

	M	F
25-30		
31-35		
36-40		
41-45		
46-50		
51-55		
56-60		
61-65		

2. Qualifications _____

3. Age group trained to teach Primary
 Junior
 Secondary
 Other (please specify)
 ==

4. Subject(s) trained to teach. _____

5. a) Number of years teaching _____

b) Please list in chronological order (starting with first appointment) details of teaching experience.

[illegible]

II. PRESENT SCHOOL

- | | | |
|------------------|---------|------------------|
| 6. a) primary | b) boys | c) county |
| junior | girls | vol. aided |
| middle | mixed | independent |
| 11-16 | | other |
| 11-18 | | (please specify) |
| other | | |
| (please specify) | | |

7. Number on roll _____

8. Location of school	Urban
	Suburban
	Rural

9. Number of years you have taught in your present school _____

If you have held more than one post, please give title and scale of each

III. PRESENT POST

10. Head

Deputy Head

Senior Teacher

Head of Department

Head of Year

Other (please give title)

11. Number of years in present post _____

==

12. In each category, list, in order of preference, up to 5 things which give you most satisfaction in your present post.

a) Interpersonal

1. _____
2. _____
3. _____
4. _____
5. _____

b) Curricular

1. _____
2. _____
3. _____
4. _____
5. _____

c) Administrative

1. _____
2. _____
3. _____
4. _____
5. _____

d) Other

13. In each category, list, in descending order of importance, up to 5 things which cause you most dissatisfaction in your present post.

a) Interpersonal

1. _____
2. _____
3. _____
4. _____
5. _____

b) Curricular

1. _____
2. _____
3. _____
4. _____
5. _____

c) Administrative

1. _____
2. _____
3. _____
4. _____
5. _____

d) Other

14. What would influence you most in your selection of a post? Please rank the following. 1 = most important
to 11 = least important

achievement	_____
administration	_____
growth & development	_____
increased responsibility	_____
interpersonal relationships	_____
money & security	_____
policies	_____
recognition of personal value	_____
status	_____
supervision/independence	_____
working conditions	_____

Please complete Sections IV & V. Questions marked * will form the basis of discussion at subsequent interview. Each interview will last approximately 1 hour.

IV. PROFESSIONAL DEVELOPMENT

15. a) Have you taken part in any management training other than EP851?

Yes _____

No _____

- b) If 'Yes', please give the following details:

- i) Title/subject of course(s)

1. _____

2. _____

3. _____

ii) How long did the course(s) last?

1. _____

2. _____

3. _____

iii) Name of course organiser eg. LEA. OU

1. _____

2. _____

3. _____

iv) Who suggested you undertake the course?

1. _____

2. _____

3. _____

* v) Did you find the course(s) of any practical benefit in your present post?

Course	Yes	No
1		
2		
3		

15*c) Have you been involved in the design, delivery or evaluation of any management training courses for others

i) prior to taking EP851? Yes / No

ii) as an outcome of taking EP851? Yes / No

If 'Yes', please give details

16* What arrangements are made for the provision of INSET and Staff Development in your school? Would you describe them as

a) Peripheral ("ad hoc provision for individuals or to meet particular circumstances")

or

b) Integral ("co-ordinated policies, practices and procedures")

==

17* What arrangements are made for the provision of INSET and Staff Development in your LEA?

- a) Peripheral
or
b) Integral

18* How did you come to select EP851 as an appropriate course for you?

19. How important to you were the following factors? Rate each one individually on a scale 5 = very important
to 1 = of very little importance

- a) To improve staff/group performance _____
b) To improve personal job performance _____
c) For personal career development _____
d) For professional knowledge _____
e) For personal education _____

20. Which courses did you study for Part A of the Advanced Dipolma? Give the number (if known) and the title of each.

1. _____
2. _____

21* Did the eligibility of courses for financial aid influence your choice?

Yes / No

22. a) Give the subject area eg. Project M, and title of your research projects for Part B.

1. _____
2. _____
3. _____

22.*b) Why did you select these topics?

==

23* Which elements of the Advanced Diploma have you found

a) of most practical use to you in your present job?

b) of most interest to you?

Please explain your reasons

24* Which aspects of the Advanced Diploma have you found

a) of least practical use to you in your present job?

b) of least interest to you?

Please explain your reasons

c) Which aspects (if any) seemed irrelevant to you at the time of study but have subsequently proved valuable? Please give reasons for your reply.

25* In your opinion, would you say your performance in your present post has been changed as a result of your studies for EP851? Yes / No

V. CAREER PLANS

26* Have you a. Always had _____
 b. Never had _____ a clear perception of
 c. Acquired _____ your career development?

27.*a) Have you applied for any senior management posts since undertaking EP851? Yes / No

b) If 'Yes' (i) at which stage of your studies did you begin applying?

during Part A _____

during Part B _____

after completion of Parts A & B _____

(ii) what sort and approximately how many of each have you applied for?

head _____

deputy head _____

senior teacher (I.A. E) _____

other _____

(please give details) _____

(iii)*Did you mention the Advanced Diploma in your letter of support for these posts? Yes / No

(iv)*Were you asked about, or did you offer information on, the Advanced Diploma at any interviews you had?
 Yes / No

28. Would you be prepared to help the researcher by keeping a record of any future posts you apply for? Yes / No

29. If there is anything else you would like to add regarding your studies for the Advanced Diploma, please do so overleaf or feel free to expand your views at interview.

 Thank you again for taking the time to complete this questionnaire. Would you please return it in the s.a.e. attached by

INTERVIEW SCHEDULE

NAME

Date of interview:

Time:

Place:

Introduction

Thanks for cooperation. Recap aims of research, confidentiality.

Anticipated length of interview.

May I record? Y/N

Summary Sections I - III

I. Age	Qualifications
Trained for a) age	b) subjects
Years teaching	No. posts

II. Present school

Years in post	Posts
---------------	-------

III. Present post

Satisfiers a)

b)

c)

d)

Dissatisfiers a)

b)

c)

d)

Selection of post influenced by

IV. PROFESSIONAL DEVELOPMENT

15* Other managerial training: details

b) How did it help you?

c) OU survey 1985 indicated that "Respondents ... felt better equipped to offer guidance and advice to other members of staff" p.147. Has this been your experience?

Details of any INSET you have been involved in providing:
for whom?

nature?

who requested it?

where provided?

when?

16* School INSET peripheral integral

Could you please explain your school's arrangements?

Is there a designated coordinator? Y/N Who?

What constraints are there eg. cover availability; motivation

17* LEA INSET peripheral integral

Please explain the arrangements

18*Selection of EP851:

Did you find that the "cooperation of the headteacher and colleagues is vital" p.153?

Having embarked upon course, was it your experience that the tutor's role was vital, especially in the early staes? (p.153)

19. Motivation (cross-reference with 26, below)

a b c d e

21* Financial aid a consideration Y/N
If Yes, please explain aid received from whom?
Extent of aid?
Conditions eg. stay in service of LEA

22 a) research topics

b) Why did you select these topics? Were you influenced by there being "sensitive areas" (ref. OU survey) to avoid? Were you inhibited by lack of cooperation from Head/colleagues (see quote, q.18, above)?

23* Aspects of practical use

Discuss with ref. to survey responses has it enabled development of close link between school and project; helped participants step back and put day-to-day routine in context.

Aspects of interest

Discuss with ref. to findings that these linked to "sense of achievement"
Has your work, as suggested by earlier survey respondents, led to any
changes in policy or practice in your school?

24* Aspects of least practical use

Aspects of least interest

Please expand on your answers

Aspects which have retrospectively been seen to have use/relevance?

Please explain how, when this discovered.

25* Influence on your present performance? Y/N

Discuss with ref. to survey findings that course led to an increase in tact
and negotiating skills; 94% improved personal thinking/practice

64% saw actual or planned institutional response

(NB difference here may be attributed to survey being carried out too soon;
affects of teacher's action; closed school climate/hierarchical
management; crisis management; findings may have been implemented but not
attributed to researcher)

V. CAREER

Career plan?

Cross reference with answer 19, and discuss with reference to survey finding that 76% undertook EP851 for career development (p.143)

27. Applied for SM posts? Y/N

When started

Posts

*Mention of EP851 on applications. In what context and detail?

*Discussion of EP851 at interview?

28. Are you prepared to record future applications? Y / N

Comments on draft pro forma:

Pro

Con

29. Any other comments you would like to make:

Draft of interview notes desired? Y / N

Thanks again for cooperation, and anticipated next stages.

RESEARCH PROJECT EP851

Thank you for agreeing to take part in this research.

You will find enclosed a questionnaire and s.a.e. If you are no longer able to be involved in the project, would you please return the uncompleted questionnaire in the envelope provided?

If you are still willing to take part in the research, would you please complete the questionnaire and return it in the s.a.e. by 20 November 1989.

It is hoped that questionnaires will be followed up in Spring 1990 with an interview lasting approximately 1 hour, when Sections IV and V may be developed. Respondents will also be asked to aid the researcher by

a) completing a pro forma diary of tasks performed during a 2-week period in the Spring Term;

b) recording on a pro forma details of any posts applied for since completing EP851.

Would you please tick on the slip below which of these activities you would be willing to take part in, and indicate how you would prefer the researcher to contact you in order to arrange an interview? Slips should be returned with the completed questionnaire.

Thank you again for your assistance in this project. If you should have any queries, I can be contacted as indicated below.

Jenny Willis
October 1989

Miss J. Willis,
20, Bargate Close,
New Malden,
Surrey, KT3 6BQ

tel. 01 949 3359

Name of Respondent: _____

I am willing to take part in the following activities (please tick as appropriate):

Interview

Diary

Application record

Preferred means of contact (please complete as relevant):

Address/Phone number

Interview schedule as for pilot group but accompanied by an analysis of the diary record, presented in pie chart form (see page 342 of text).

Abstract Respondent 12,

I. Why the ADEM?

Making up for qualifications not gained when younger
No career direction
Requirements of her post - INSET coordinator, needed management training
Just followed from Part As

II. Preparation for promotion

Would equip you for it, has all requirements that needed for SM
Not what she wants in life

III. Increased effectiveness

Had practice but not underpinning knowledge before
Gave theory
Using research tools - questionnaires
Feels ahead of colleagues
Role conflict for DH has improved through project
Management style of DH improved through project
Organisation of words on paper
Production of booklet for parents as result of project
Planning time
Osmosis effect on others
Can't prove effect due to course but must be

IV. Needed to persevere?

No, because planned work
Took time out, didn't put time in
Tread mill - just carried on after Part As

V. OU/course

Lay-out of folder
Secondary bias of courses with OU
Choice of projects good - unusual for primaries
Took care what showed to respondents
Negotiated in advance
Co-marker didn't return confidential report
Little contact with tutor
Everything appropriate - nothing interfered
Relevance of project to what had to do as part of role (INSET coord.)
Examination inappropriate
Too much American reading
Structure of folder enabled individual work

Diary record inappropriate - unfair /unrepresentative 2 weeks

RESPONDENT 12, Linda Stubbs, 'C', Primary
Saturday 30 June, 1990, 1.30 - 2.30 p.m. Enfield.

I. Why the ADEM?

I trained as an NNEB because I was a grammar school girl and I took my 'O' levels and that... I was a school failure... no, I wasn't a school failure, I was so successful at school, that the school failed me. It wasn't the place that I wanted to be, I wanted to be out of it, so I left with my 'O' levels and much gnashing of teeth from the headteacher, who claimed that I shouldn't and I did it because I didn't know what else to do, I just didn't know what to do so I took that course.

Career plan? No.

Headship course? I had to do that because I found myself in a school being the most experienced member of staff with the head on a secondment, and no deputy, and I was appointed as an acting deputy. And part of the giving of that post was that I attended the course, I didn't do that out of choice.

Experience changed her mind? No. It's an area that I... it's a difficult one. It's a real quandry. (I'm pushed by people to do that because they've seen that that's a job I could do but I actually enjoy being with the children. So selfishly I would rather stay as a class teacher, I can see that I could do the job but that's not what I choose to do.)

Any career direction envisaged? I'm just... (I'm desperate at the moment, I just don't know what to do, no, I could see myself staying with the children but I'm also in the way when I'm there, because I have authority and teachers come to me for advice that they should go to the head or deputy to, because of the status that I have.)

Role conflict? It causes the deputy conflict and it doesn't do much for the head, either, because they're in a difficult position.

Intended to do full diploma? No, I'd intended... I left to have children and I'd intended because I left school so early, I'd intended getting myself some... a degree of some sort, and was going to do that when the children were at school. But my husband, who's a PhD, lost his job because they found 2 research assistants were cheaper than 1 PhD. So, I had to go to work, 1 of us had to go to work and it was me, I had to go and I didn't get that year to go to polytech, or wherever I was going to go. And I just knew that I needed... for my brain if nothing else... so I selected a Special Needs course. That was borough funded and it ran as a group from the Teachers' Centre, which meant that I didn't have to travel into London and I could do it at home, still having the children at home. And I did that, but then I was appointed INSET coordinator and I felt in need of a bit of school management, and up came that one, so I did that. (Then, having got the 2, the Advanced Diploma just followed after that, and I carried on. I really did... it wasn't a calculated move, I just did the one and it followed on.)

Knew about ADEM before? No. It is pointed out when you do one of these courses that 2 courses will make it... They did point out then that you

could get the Advanced Diploma if you take another one, and the booklets cover... but you have to have the OU material beside you to do it,

II. Preparation for promotion?

No applications? I haven't still. It's very difficult, I have a C allowance in a primary school, which is as high as they go, and not many of them. So, I really don't know where I can go, I know I need a change probably, because I can't envisage another 40 years of it, but I really don't know where to go, what to do,

Fewer deputies are having classroom responsibilities and you end up almost supply teaching, covering, releasing staff. It's not really satisfying.

Not seeking promotion but does she feel prepared for it? Absolutely. It has all the requirements that you need currently if you want to be... probably a head. If there were no restrictions from being on a C allowance to going straight to headship - because often as a C allowance you have a head of bottom school - and you have all the requirements that you need in the current situation,

No career ambitions. Who is this old bore?! That's my age, I suppose. No, because I'm a primary teacher, because I have a full class contact time. In fact, I teach in the nursery, which raises a few eyebrows. When, what are you doing (I'm actually doing an MA, at the moment)... and you teach nursery children! You don't need qualifications for that do you?

So what I didn't do when I was 16... everyone told me to do it, and I didn't.

III. Improved effectiveness?

Felt need to improve practice? I needed to understand the nature of management as it is now because of the role I have, which is INSET coordinator and professional development, and the role I have in the support network is very, very wide. It is traditionally the role of the deputy or even the head teacher, because I plan the whole year ahead, as far as the curriculum is concerned, I needed really to fully understand that and be able to back it up with some knowledge and understanding, not just practice. And whilst my practice was good, I didn't have the underpinning knowledge.

Whose perception? That was my own perception.

Discussed with head? No, I just knew I was in need of it. I think if you're doing a job and you're doing it perfectly adequately and your practice is good, there comes a stage, there come times when you have to make decisions and do things that if you had some theoretical knowledge you could do much quicker, because you're not hitting in the dark, you're not guessing at it. And I felt it was important because time is very short for me because I teach all the time as well. And if I could find the quickest route there, for me I needed to get some knowledge.

Simple things like, for example, I give out the IDP planning sheet, It used to take me 3 or 4 hours to write a questionnaire from start to finish, now that takes 20 minutes, I admit I've got better with practice, but I also understand how to do questionnaires because of the questionnaires that I've given out for the Advanced Diploma,

I also understand teachers who block and I can pick it out now quite easily just from the reading and I've learnt how to handle it,

Effectively? Mmm, (When I organise teams to work together now, I pick out my blockers straight away and I put them in groups, I spread them around a bit, They don't get to work together as they'd like to, And they think it's done randomly but in fact I know what I'm doing,)

And the theory from there put into practice with the other one, with me working in the classroom, working in school situations, means that I now know what I'm about whereas I got into horrendous messes to start off with,

I sometimes feel as if I'm on the bus and waiting for other people to catch up with me, They're never quite going to do it, but I've come to terms with that as well, now, It's a little bit like being in the classroom situation; you can only work with what you've got, the material you've got, At one stage, I was really rushing ahead because I was there but now I can hold back and appreciate that I'm running ahead of everyone else,

Head? He's really very good, He just lets me get on with things, I tell him what we're doing when I've decided,... As a staff we decide but I then go back and can say, look we want to do this, And that's fine,

SM? They tend to be whole school meetings, There are some, what you'd call senior management meetings, which are the head and deputy and me, as and if, we require them, But things tend to be decided as a whole staff because you're talking about 16/17 people, Occasionally there are working parties who're going to have to go away and discuss things, With lots of things coming on line, like the geography working party at the moment, and the history, because the documents have just come into the staff room, Because you can't read everything, Everyone can't do everything, So we have to get a working party, But there are other things that are just head and deputy's,

Discussed project with deputy? Yes, He had a definite role conflict because of the role of the INSET coordinator in Enfield, Enfield has had IDPs for some 5 years now, well ahead of other areas, and the authority didn't really want deputy head teachers to be the organisers in this, They wanted a senior member of staff, Some schools didn't take this on board and actually used a deputy head and some heads to work on the plan, and there was no involvement of the staff at all,

At our school - well, in fact we weren't amalgamated at that time - it was the infants' school, I was acting Head - I was going to be the INSET coordinator, And that left no role for the deputy, The deputy just didn't have a job, because the curriculum and the planning of the school year was all done by the INSET coordinator, And if the head doesn't delegate, for example, you can be responsible for pastoral care, or, you can be

p. 41

(responsible for whatever, he just floundered. He was just left collecting the tea money and putting up the weekly notice board. And that was a problem. He needed a definite role.)

I interviewed the deputy, interviewed members of staff and I interviewed the head teacher and the questions that I asked the head teacher made him identify that he didn't discuss with the deputy. He realised that the deputy in fact didn't have any delegated responsibility, and the two of them got together and the deputy now has delegated responsibility.

Tangible benefits to the school? Yes, the teacher-parent communication came up with a school booklet. We hadn't got a school booklet and were a recently amalgamated school, there was no information for parents at all about the school. That's now being produced and it's given at a time that the parents want it, which is immediately the children have started school rather than on visits beforehand. So that was about it, really.

The whole school was involved in the production of that. It wasn't just, no it wasn't me at all. That was just a recommendation in fact and the recommendation was that that happen.

Head supported ideas? Yes, he was very, very, good.

INSET project? That was awful. I think I was too closely involved with that. I couldn't stand back because I was doing it. I'm not sure I would really like to say what came from that. I suppose that's because it changed as I changed and the support I got. I go to meetings, so I gain support from there. So the role has changed and I've changed. But I'm not sure if it's a result of that. I was disappointed with it, actually.

I think because I didn't see anything tangible coming out of it, I suspect it did, but they weren't as obvious as the other 2. x x

Choice of projects. Yes, I thought it was an excellently laid-out folder. There .. for me, there was a good choice. Which is rare, because I do find the Open University courses are secondary-biased, more than slightly secondary-biased. Perhaps men in the Upper Junior school would cope. But women at the Infants' ... woops, there's nothing for us in there. But I didn't find it too bad, on the whole. The readings that you do, any of the text books, they're all just secondary. But I did find that there were choices and they were wide, and there were good examples to help you along the way. And it was so attractively laid out, it was well-spaced and there were little cartoons, unlike the MA one I'm doing now, which is boring and dry, and the folder is done on a small budget, obviously.

Enough time? Yes.
No pressure? No.

3rd project difficult to choose? Not really. It's imperative that you sit down and plan yourself and stop at the required time. So that if you're going to stop your reading on that date then that's when you must stop. And if you're going to make sure you have all your questionnaires in by that date, then they've got to be in. And if you intend to analyse them by that x

date then you've got to do it. Otherwise you could end up in difficulties. But if you plan yourself properly ..

No, I took out time, I didn't put in time when I knew I'd be doing other things, so that I knew when I write the IDP I needed 2 weeks uninterrupted and I blocked 2 weeks off.

(Saturdays, I work on Saturdays, always. My husband deals with everything else that goes on. So I do work on Saturdays. I often could do, when I was transcribing tapes, again I was selecting, I listened to them and selected bits that I wanted, so I could come upstairs and do an hour, an hour and a half in the evening. Which was perfectly OK because the children were doing homework, whatever they're doing. (But then I take great chunks of the holiday to work as well.)

Helps having academic husband? Yes, because he does it as well.

Who had copies? I didn't give copies to anyone. I let the people who I had interviewed look at bits that were appropriate to them and they could all look at the conclusion and recommendations. But no one read the complete project other than the tutor, because I'd said at the outset that whatever people said would be confidential, particularly parents who were critical of the head teacher, the way the school was run, staff who were critical of the deputy head teacher, the deputy head teacher was critical of the head teacher. So I wouldn't have got that information if I had said the project will be given to whoever. So no one saw the whole project except my tutor. Except the project number 1 - I sent 2 copies of those out and I didn't get one back.

Would have had more effect if read? No, I don't think so. Yes, the conclusion and the recommendations were a fair assessment but didn't have any quotes in there or any comments, and didn't show how frustrated the deputy was. Because again, the deputy is working on similar projects, but the head teacher is not academically minded at all. And is just living for 3 years time when he retires. So, that could cause problems. He's confident enough to be led, and for us to say, look, this is the way we should be going. He'll trust us enough to do that but in fact he wouldn't initiate himself.

Influenced in choice of projects because of that? Yes. And I was influenced in that, as far as knowing what the parents wanted and the frustration that the deputy was feeling.

Positively trying to respond to that? Yes, I was careful. I knew what I wanted, Machiavelian, isn't it, it's called? - I knew what I wanted, I knew what the deputy wanted, I knew what the parents wanted, and I knew what the head didn't want. And I got a bit of what the parents wanted, something that the deputy wanted, without the head losing face.

INSET project. I just wasn't satisfied with that. I think at the .. I don't know if it's the way that I operate, as the INSET coordinator, if it's the way the school is, if it's the level the staff are, but there seems to be a trend (or perhaps Enfield was ahead of the way we run) the trend seemed to be school-based, whole school INSET as it was called then. There wasn't,

there was only professional development that was based on the needs of the whole school. And my project didn't reflect that at all. My project reflected areas of INSET so that there would be curricular development, and there would be INSET for the whole staff connected with that, but there would be professional development and personal development, and that might not have anything to do with the school. One girl on the staff was interested in cake-making and wanted a C&G sugar-craft course. Well, what's wrong with that? But my tutor didn't approve of these things. So, I really felt disappointed because I felt that I'd moved away from the whole school and everyone moving down the same avenue, and there was room in it for other things. That was needed, but there was room for a plan in personal development that perhaps wasn't necessarily professional development.

Double marked. My tutor had one and the other marker had one. But I only ever got one back. So there's another one floating around somewhere that I've said is confidential. I don't know who to retrieve it from. I don't know if my tutor's got it, if the double marker's got it, if the OU's got it.

Role of deputy project - had copy? He didn't, but he read it. The members of staff said the deputy was lacking, talked about relationships, whilst one of the teachers said I don't have a good relationship with him. I don't ever speak to him. Don't ever contact him. And similarly when I spoke to him about relationships, he identified certain members of staff that he didn't, wasn't involved with at all. Never spoke to. Perhaps they weren't curriculum leaders, or they weren't in the area of the school he was working. And that has changed dramatically. He now makes sure that he speaks to people, if not daily, then more regularly, and he presents himself visibly in their area when they're working, and he presents himself into the staff room on a more regular basis. Poor man, I mean, he's the only man in the school. There's the head and the deputy who are male. Typical primary school - you know, 20 women and 2 men. And they're in the positions of power, or think they are. I mean, it's just pretty awful for him to go in a staff room of women, I should think.

He's just got himself a new job. Instrumental? Oh, I don't think so.

INSET project - how helped? It's the organisation of words on paper to make a plan for school development. When I first did it, I just wrote prose. But now I know all the words, all the headings, paragraphs. And I do it in a much smaller amount of space with all the right things there. Those other things were in before but used to take a lot of pages for me to write it all out. It was like a novel.

So that's been a big improvement. One of the things you have to guard against is the use of the language. I recognise that many staff are not into management and that's quite important. Even small things. Like I could say for the first year we were doing communication skills and there was an uproar. And I changed it to reading and writing, that was okay. So, things like that are very important. And... planning and time.

I think having to plan my time to write the 3 projects and spread it around and make sure that I'm not doing heavy amounts of work at the same time enables me to plan more on a chart which is this (shows it)... things which

we do in September and perhaps produce guidelines here, and therefore we don't then start anything here because we haven't got time to do it. So that's invaluable in my plan. I was a pretty good manager because if you work in an infants' classroom you're pretty good at managing. But in fact, again, it's the knowledge that you have, rather than just the practice.

Time in staff room? It's ensuring that I know what's going on because in a primary staff room you tend not to get little political groups. You tend to have an all-staff interchange of conversation. Someone will say 'I know what we can do' and then it's decided. And that's how decisions are made. And if you're actually not in there you not only don't have a say, but you don't know what's going on until it happens and you can easily say 'I didn't know we're doing that' and we're doing it, because you haven't been in there, so it's partly for information, as well.

I haven't really felt a need to do that. I think the staff appreciate what I'm trying to do, up against the head that I've got to do it with.

IV. Need to persevere?

Role of tutor. Not very, actually. We only - we had a day, a Saturday, and then we communicated by post with just a single piece of paper, what I was going to do. That came back and said okay, get on with it. There wasn't really a lot of contact at all.

You get one. I think there were 2 tutorials. The one before you start and then the exam one in October. It's not taught. It's not a taught diploma.

Drafts to tutor? No, just a plan. One I received back, one I didn't, because he said he never received it. And .. the third one I did. But in fact I found that it was so decently laid out and structured that I managed okay, really.

TMA's. Only in as much that it took me a while to get my brain back into gear to get organised to them. Now, the TMA's that I'm doing now, are of a much higher standard. I don't mean because the course is higher. I'm now in tune with writing essays again. It takes quite a while to come back to you.

I just thought it was very good. It was well structured and it was well laid out, and it was all appropriate and there were just the 3 projects to do. There was nothing in there that interfered - you didn't have to write the odd essay that didn't connect with what you were doing. And it was just thoroughly enjoyable.

Long enough? It was. But the materials came through very early in January so you were able to start straight away. And, by planning and organising yourself it was okay. Especially as, you see, I did the one on INSET, which I had to do anyway, as part of my job. So that killed two birds, really. I think you could possibly choose 3 projects that would tie you down. But I mean, while I had questionnaires out to parents talking about parent-teacher communication, I was actually starting to plan the next one before they came in, so the selecting was important, which gave you time to breathe.

Exam appropriate? I didn't, no, I can understand the reason for it but I didn't think it was appropriate at all,... alright, Got through it.

Stress? Not really, Just think, it's one of those things you're going to do and come away when you've done it, really, I mean, you just go for a pass grade but then if you're the sort of person that wants to get up in the 80s and the 90s then perhaps it would, I just wanted to pass that because I just felt it was so unnecessary.

Fair exam? Little toy questions, That was okay, because if you knew just a little bit you could just write about 1/2 a page, So long as you didn't write about Byzantine art you were alright, But then exams are exams, it doesn't really matter,

Part As? Only again, the 325, Managing Schools, there was some primary in there but there was a lot of secondary and a lot of America, There are articles there "we know these relate to America but", Let's have a little bit of research done here so they can relate to England, Because it's quite different in America, isn't it? And a bit more primary, I think, we need,

yx

Political bias? Probably, but didn't strike me, I don't look for things like that generally,

I've just recommended both courses to colleagues at school, Someone's going to do 325, A colleague who was looking for deputy headships who's been through the itsy-bitsy management a day at the Institute here, and the odd day at the Teachers' Centre there, I told her that's no earthly use, If you want some decent management then you've got to do a longer course and I recommended that to her, as something to do,

Cascading? Maybe sort of through osmosis but not really because what I do is I talk to new INSET coordinators about how horrendous and the most awful mess I made when I was first INSET coordinator, So they feel good about themselves, And things like the language communications skills that I use and the way I plan doesn't always work, and it doesn't matter that it doesn't work because their working together is more important than the plan working, And so I highlight the few successes that I might have had and the list of catastrophes that went with it, that I don't have now, after 5 years, but I did have as a new INSET coordinator, And they'll have them as well,

I was doing it before, yes, I'm still talking to them about the time when I was a new INSET coordinator,

Certainly the planning, of the school year, and the blocking out of time that you know you're not going to be able to use,

Attributed to training? I suppose I do, yes, But you could never prove it, But it must be the reason,

Anyone commented on practice? Someone did this time when I gave out the IDP sheet, (That now only takes 15 minutes to type on the word processor, Used to take me 3 days you know to get the language right, so that it wasn't ambiguous), Said to me 'That's a good one, This is one of your better ones',

ones'. Because they understood it straight away, and that's just practice. But it's not just practice doing it for the IDP planning - it's practice from doing it for other things as well.

Except that you bring to your work experiences that you've gained - and I've had a lot of experiences doing that with the OU - and those are the experiences that I'm bringing. I've had more experience doing it with the OU than I have - I only do it once a year for the school, I did 3 last year for the OU so,...

Decision to do MA result of ADEM? Yes, because the Advanced Diploma was the first module of the MA.

Structure then? Yes. If I'd had to perhaps - if the Advanced Diploma had been the culmination, and to do an MA I'd have had to do 2 modules of a different course altogether, I wouldn't have done it. But because it followed it was almost as if I was on the tread mill so I carried on. I might have had to do the same amount of work but it wouldn't have appeared to carry on, then I don't think I would have done it. I would have just finished at the completion.

Form of study relevant? Well, (that certainly did suit when the children were younger. There's no reason now, because I could get out quite easily in the evenings to do that without hassle.) In fact, this is taught, so I do go to tutorials, but I quite like working in this way. (It means you can work when you want, plan it round holidays. I can take 2 or 3 days because you see my husband has the same holidays. I can say, right, I'm going to have 2 days working and then we'll do something else for the rest of the week.)

Diary record. You got me at a really loose time here. If you'd have done the last fortnight, I would have, I don't know how you would have analysed it. You would have found that the pie chart would have been, although I would have been teaching all the time, you would have found that I was doing 6 hours every day, management as well, in the evenings, the weekend. Purely because of the time of the year I have to do it. The first 2 weeks of term for a primary school are settling the children in, stopping them wetting themselves, you know, all the rest of it. If you'd have got me on those last 2 weeks I had to give in 100... I don't know how many pages worth of IDP to the authority. So, for the last month I've been working every hour that comes up. And attending meetings. It's just the time you got me. It's an unfair distribution of the amount of management work I do. But that was just the nature of the 2 weeks you got me. If you ask the primary sector people at different times of the year and the first of September and July, there's nothing much going on at all.

I don't know if you noticed - there was no non-contact time. There isn't any. Primary teachers don't have non-contact time. Professional development is a heavy part of the IDP. I think it's an important part. I also think that they should get out of education something for themselves. I have 4 colleagues on the staff who are doing OU courses at the moment. 3 MAs and Special Needs. And someone did Special Needs last year as well. And I think if you get people on the staff who are actively involved it becomes an attraction and other people will join in. When we have finished and there's no one doing anything then there will be no one doing anything.

We're all in our early 40s. It's a good way for people like me who haven't a degree because when we were trained we were certificated and nothing else, to get a higher degree.

Needed because of the ERA? I think they feel the need not to do it through that because there's so much pressure being put on at the moment in terms of even thinking testing the 7 year olds... I should think that's a reason not to do something else.

Many staff do see it as the need for promotion. I suppose as the profession becomes all graduate you will need to have a second degree to be the next stage up from everyone else. Of course it all falls down when everyone gets it.

That's not what I want out of life.

<u>DATE OF APPLICATION</u>	<u>DETAILS OF SCHOOL</u>			<u>DETAILS OF POST</u>		<u>INTERVIEW</u>	<u>OUTCOME</u>
	I/J/S	B/G/M	NoR	Title	Scale	Yes/No	Withdrawn Appointed Unsuccessful
	I	B				Yes	W
	J	G				No	A
	S	M					U
	other						
	I	B				Yes	W
	J	G				No	A
	S	M					U
	other						
	I	B				Yes	W
	J	G				No	A
	S	M					U
	other						
	I	B				Yes	W
	J	G				No	A
	S	M					U
	other						
	I	B				Yes	W
	J	G				No	A
	S	M					U
	other						
	I	B				Yes	W
	J	G				No	A
	S	M					U
	other						
	I	B				Yes	W
	J	G				No	A
	S	M					U
	other						

RESEARCH PROJECT EP851. DIARY OF ACTIVITIES

Notes for respondents

General

Please keep a record of your activities for a minimum of 1 full week (i.e. 7 consecutive days), and maximum of 2 weeks (i.e. 14 consecutive days). Weekdays should include details of all work and leisure(!) related activities both during school hours and outside them. Weekends should record only work-related activities.

Please indicate in the space provided the date of your record, and circle which day of the 14 it represents.

Continue on reverse of sheets if necessary.

Time

For purposes of the analysis, please enter approximate times activity commenced and ended.

Activity

A brief description will suffice eg. Teaching
Senior Management meeting

Location

Please give precise location for activities in school eg. Staff room, Head's office. For those off-site, indicate eg. home, County Hall.

People

Give title eg. Head, Head of Year, 1st form.

Thank you for taking the time to complete this diary. Please return your record in the s.a.e. enclosed herewith, by

J. Willis

RESEARCH DATA: FEEDBACK TO COURSE TEAM

I. Anticipated outcomes: Why respondents chose the ADEM	Page 2
II. Actual outcomes A. Preparation for promotion	Page 4
B. Increased effectiveness	Page 6
III. Course utilisation A. Students	Page 8
B. Part A courses	Page 9
C. Part B research topics	Page 10
D. Views on components	Page 11
IV. Sources of stress	Page 18

I. WHY RESPONDENTS CHOSE THE ADEM

N = 10

N = 4

18. How did you come to select EP851 as an appropriate course for you to undertake?

- It 'seemed a useful theoretical background to my present post' (R4)
- It was preparation 'before disappearing under a deluge of National Curriculum demands' (R5)
- 'I wanted a place in decision and policy making structure of schooling' (P1)
- It was a 'logical consequence .. in order to enhance my status and knowledge in educational management and administration' (P4)
- It 'looked the most interesting and flexible regarding time' (P5)
- 'I got hooked after doing E323' (P2)
- Having done a BA, 'I felt that it would be worthwhile completing the advanced diploma' (R9)
- Saw it in an O.U. prospectus (R4)
- 'I had just discovered an ambition to progress in teaching' (R11)

i.e. for reasons of

- i. career
- ii. relevance to present role
- iii. further qualification
- iv. having had previous experience of study with the O.U.
- v. distance learning methods
- vi. chance

i. Career

Frustrated in post, keeping self up-to-date for future

Part of career plan

Goal of getting to seat of power

Would look different on application forms

Differentiates between what would like to do and what needs to do (often the same)

Career plan modified by family circumstances

Wrong age for promotion when able to seek it

Dual aim: personal benefit; career advancement

Definite career motive

ii. Relevance to present role

ADEM seemed relevant

Requirements of her post - INSET coordinator, needed management training

iii. Previous OU study

Previous experience of OU

Just followed from Part As

iv. Form of OU study

Flexibility of study

v. Chance

Stumbled into ADEM when other course found inappropriate

Chance got into ADEM

No career direction

vi. Qualification

Making up for qualifications not gained when younger

Making up for time spent on raising family. Went straight from university into marriage.

Family now grown up - extra time and energy (CF. Broussine and Guerier)

Paper qualification

19. What were your specific reasons for undertaking it?

Q.19 Reasons for undertaking EP851

5 = factor of most importance

Resp.	Group performance	Indiv. performance	Career	Prof. knowledge	Pers.
4	3	5	4	5	5
5	2	4	1	5	3
8	5	5	5	5	3
9	1	3	5	4	2
10	5	5	5	5	5
11	5	4	1	2	3
12	2	3	1	4	5
13	1	1	5	5	5
14			/	/	
Total	24	30	27	35	31
Mean	3	3.75	3.37	4.37	3.87

II. OUTCOMES OF THE ADEM

A. Preparation for promotion

27. a. Have you applied for any senior management posts since undertaking EP851?

Yes: 8 2

No: 1 2*

* 1 not eligible because of ring-fencing

b. At which stage in your studies did you begin applying?

During Part A	6	1
During Part B	1	1
After A & B	1	1

What sort of posts and how many have you applied for since then?

TOTAL NUMBERS OF POSTS APPLIED FOR

Respondent	Head	Deputy	Senior Teacher	Other	Total
4	0	0	1		1
5	8	1	0		9
6	0	3	1		4
8	0	6	0		6
9	20	100	3		123
10	1	0	0		1
11	4	1	0		5
12	0	0	0		0
13	5	0	0	1	6
14	0	0	0		0
1	0	0	0	4	4
2	3	0	0		3
3	0	0	0		0
4	113				113

Interview:

Was already promoted, then reverted to ST because of school closure
 Kept motivated while biding his time
 Difficult to differentiate causes - seemed to mesh with school gone to
 More case of being kept in touch with skills he'd need
 Definitely attributed to it
 Experience of other bears this out
 Governors have said so
 Full of praise
 Recognises change in role to manager, above teacher
 Ring fencing precludes her
 Family constraints on area can look
 Not achieved aim of promotion (see Job Apps.)
 Would equip you for it, has all requirements that needed for SM
 Not what she wants in life
 Has helped formulate next step

Plan acquired through E323
Definite plan now, because not sufficiently stretched
Got interview for headship because doing course
Attained deputy headship on first interview
Got 2 interviews for headships (from senior teacher)

B. Increased effectiveness

25. In your opinion, would you say your performance in your present post
has been influenced by your studies?

Yes: 6* 4
No: 1 0

* 1 subconsciously

More aware of own shortcomings

Yes, but difficult to assess because of other factors eg. experience
and working as a team (Piloter 3)

Interview: How?

- writing questionnaire (R9)
- methodology for the analysis of documents (R14)
- E323 and E333 (P4)
- management of schools and the projects (P2,P3, R6, R10, R11, R13)
- those dealing with secondary schools (R4)
- none, except that it helped sort out the deputy head's role (R12)
- all (R8)
- the information I gathered (P1)
- the experience of talking with staff (P1)

Explanations of these replies were given as:

- "they expanded my perception of the aspects of management" (P3)
- "the research made me more aware of varying perspectives in the school" (P1)
- "they helped me to clarify my views on the education system and management issues in schools" (P4)
- "the 2 projects allowed me to investigate from a professional not personal level" (R6)
- "application of management models to aid change" (R14)
- "the 3 projects enabled me to have an in-depth look at various issues" (R11)
- "E323 gave me a framework for my management activities" (R11)
- "questionnaires are a way of obtaining information on a situation quickly" (R9)
- "action research can form a basis for developing courses" (R9)

- ie.
 - i Increased awareness
 - ii Increased confidence
 - iii Recognition
 - iv Application of skills
 - v Impact through projects
 - vi Other indicators
 - vii Intangible influence

i. Awareness

Increased awareness of structures
 Increased awareness, so more critical of management
 Articulated frustration
 Articulated detail of process of management
 Political awareness
 Has helped knowledge of man. process
 Background reading gives wide awareness, and up-to-date knowledge
 Can focus clearly what school is doing
 Had practice but not underpinning knowledge before
 Increased awareness: can discuss from informed position
 Better informed because of framework- aware of different ways of doing thing

ii. Increased confidence

Increased confidence eg conducting interviews

iii. Skills being applied

Gave skills for finding out information
 Developed inter-personal skills through interviews
 Become more critical - seek evidence before decide
 Speaks like manager
 Knows how to handle situations - has selected style, tools from those presented
 Ability to apply proven practices
 Using research tools - questionnaires
 Organisation of words on paper
 Planning time
 Used by head in previous school for management of change
 Feeding back into school as well as personal benefit
 Management of change: PSE, RoA, dual cert. science
 Framework for when in trouble - can analyse what went wrong
 Working with HoYs informally, influencing practice
 Learnt lot that she uses in every day terms
 Applying research - seeks quantitative evidence not just subjective decision-making

iv. Recognition

Respected by colleagues as expert in field

v. Impact of projects

Projects led to personal knowledge
 to improved links with schools
 Project used throughout borough as model
 Project blocked: action not taken because critical of local provision
 Role conflict for DH has improved through project

Management style of DH improved through project
Production of booklet for parents as result of project
New deputy head - projects were way into system
Project on HoYs led to improved selection criteria and performance of role
Group dynamics of SMT - plans to follow this project up with another study
now that group has changed
Project led to raising of issues at SMT meetings
INSET project - INSET now coordinated for school/personal development

vi. Other indicators

Motivated others to promotion
Motivated staff to improve school
Has used materials for MT he led
Rubs off on others - copies of report to Head

vii. Intangible influence

Difficult to say whether due to course or to experience
Feels ahead of colleagues
Osmosis effect on others
Can't prove effect due to course but must be

III. COURSE UTILISATION

A. Nature of student body

B. Part A courses

20. Which courses did you study for Part A of the Advanced Diploma?

N = 9

N = 4

Course	Research Group (N = 9)	Pilot Group (N = 4)
E222	1	0
E241	1	0
E323	5	4
E325	1	0
E333	7	3
E364	0	1

21. Did the eligibility of courses for financial aid influence your selection?

YES 2 0

NO 7 4*

* But it was a help

Though it was an incentive to continue and to complete the course

C. Part B research projects

22.a. Subject areas chosen for research projects

<u>Topic</u>	<u>Subject area</u>	<u>Number</u>	
A Teacher-parent communications		4	2
B Role of the governing body	I. MANAGING EXTERNAL RELATIONS	1	1
C Relations with LEA and officers		1	0
D Links with employers		1	0
E Major policy change in a school		3	0
F Role of a senior manager/group	II. LEADERSHIP AND ORGANISATION	2	3
G Management of falling rolls		0	0
H Initiating change in the curriculum		2	1
I Curriculum design & implementation	III. MANAGING THE CURRICULUM	1	1
J Management of pastoral care		4	0
K Financial resource management		0	0
L Managing space or equipment	IV. MANAGING RESOURCES	2	1
M Managing INSET for teachers		6	2
N Managing INSET for non-teaching staff		0	1
		27	12

22. b. Why did you select these topics?

Relevance to job/role	5	3
Interest	2	4
Value to school	4	
Ready access to materials/information	2	
Previous knowledge of the subject	1	
For professional reasons	1	
Just taken up new post	1	
Areas needed investigating in order to develop them	1	
Deputy head needed help/guidance/support	1	
To test and verify theory (re. links with Advisers)	1	
Random choice		1
Asked by Senior Management		1
Governed by time available for 3rd project		1

D. Views on elements of ADEM

23. a. Which elements of the Advanced Diploma have you found of most practical use in your present job?

Projects	4	
(Most) E323	3	
Methodology for analysis of documents	1	
Everything	1	2
Use of questionnaires	1	
Parts dealing with the secondary school	1	
Information I discovered		1
Experience of talking with staff		1
Theory of management, E323		1
Parental communications		1

b. Which elements were of most interest to you?

Projects	6	3
Management of the school	2	1
Those dealing with the secondary school	1	
Course materials (but NOT readers)	1	
Part A courses		1
Elements dealing with curriculum	1	
Use of models	1	

c. Explanations

Projects enabled in-depth look at issues
 Projects allowed investigation from a professional, not personal, level
 Projects of direct use in present post
 Action research can be basis for developing courses
 "It (research) told me what people wanted. It was often not what they were getting". (Respondent 12)
 Been bitten by the research bug (Respondent 13) - would now like to do full-time research for 1 year

E323 gave a framework for management activities
 Was an opportunity to apply management models to aid change

Was in need of more knowledge of curriculum

Limited time available therefore had to be selective in areas chosen
 Pressure of Part B detracted from enjoyment

Research increased awareness of varying perspectives in school
 Not very interested in theoretical reading - needs to be relevant and applicable if to be of interest
 Helped clarify views on education system and management issues
 Research gave freedom to develop own ideas
 Led to an expanded perception of aspects involved in management

24. a. Which elements of the Advanced Diploma have you found of least practical use in your present job?

All of E333: "Fascinating but useless" (Respondent 13)	3	2
"Policy-making, though new" (Respondent 14)		
Module 1 in particular		
The examination	2	
Elements dealing with pre-11 and post-18 institutions	1	
Interview techniques	1	
Socio-political elements of E333	1	
None	1	
Difficult to differentiate between what is/is not practical because knowledge leads to increased understanding		1
E364		1

b. Which elements have you found of least interest?

The examination (in Part B)	3	
E333 (Information on H.E.; Part 1)	2	1
Those parts dealing with pre 11 and post 18	1	
E323 - outdated parts		1
E364		1
Interview techniques	1	

c. Reasons

Limited time meant had to be selective in what dealt with

Lack of time and energy

Worked very hard on 3 projects and revised constructively yet achieved a poor exam result: "As normal, my individual response to exams is always poor. This I feel has again failed to allow me to gain credit for my work as opposed to exam performance" (Respondent 6).

Insufficient time for the exam: would have preferred to extend one of the projects

Level of study/research required for the course should have made an examination unnecessary

School not accountable to DES or LEA, therefore E333 not of use or interest

Irrelevant information (E333, on H.E.): "at no point is it useful" (Respondent 13)

Difficult to follow at times

Number of readings were irrelevant to sections. Also, difficult to relate to in project work

Interviews not a feasible way of obtaining information in practical situation

d. Which elements did you later find to be useful?

Too soon to say

Block 4 (E325): was of interest but had no time when studying to initiate. Now has, and can use a lot of the information

E333 "not 'useful' but has led to a broader outlook when examining changes in education" (Piloter 4)

Interview comments:

i. Projects

- pressure to meet deadlines
- no influence on school because Head apathetic
- gave ammunition to deputy
- one had impact on colleague who learnt management skills from it
- was therapeutic for frustrated staff to vent views
- choice influenced by knowledge head would be anti
- constrained by desire not to compromise deputy who had supported
- choice of 3rd constrained by want to balance different skills

Easy to fall into collecting numbers and presenting these as report. Need to experience different sort of data collecting methods

Projects most rewarding part

Choice good, because appealed to what he interested in and what relevant

Possible to opt out of effort on third, if already achieved high marks

Other people using her ideas for career progression

Role of Head vital

Asked to do INSET project, but no outcome

Not in position of power, so threatening, no outcomes

Interesting and potentially useful, but nothing happened

Hoped projects would be beneficial in planning for new school

SM wanted conclusions dressed up differently

No effect because of closure of school - not developing

Lack of time, so didn't come clean with staff re. their full role

Respondents helpful but not interested enough to want to read reports

Sense of retreading old ground with 3rd project

Choice of projects good - unusual for primaries

Took care what showed to respondents

Negotiated in advance

Relevance of project to what had to do as part of role (INSET coord.)

Clearer sense of education as whole. Has rubbed off on relationship with colleagues and on ideas for running SMT

Range of projects good

All of interest and subjects she wanted to explore further

Could do projects as part of everyday job

ii. Examination

Can't pass exam by rereading books night before
Exam an insult
Cause of stress
Can predict questions
Examination inappropriate
Last exam was very artificial
Accepts exams as necessary

"I thought that was unnecessary. It was almost an insult to our intelligence to have to take an exam. I found the exam very it almost trivialised the work you'd done before" (R10)

"The exam I thought was very artificial" (R11)

"I can understand the reason for it but I don't think it was appropriate at all" (R12)

"You couldn't sort of read the books the day before the exams and get through, so there was that much pressure to actually get the research in at the deadline" (R9)

"You could work out very carefully which texts were going to be analysed" (R10)

iii. Need for total commitment

Can't muddle way through course either
Needs total commitment

"Unless you have the time - and you need a lot of time to do it - she said it's unwise to take it on because you'll just fall between two stools. And she proved very right. I found it took A LOT OF WORK" (P4)

"It was actually a course that needed your total commitment all the way through" (R9)

"People summed it up at the first tutorial I went to: they felt they couldn't muddle their way through this particular course" (R9)

iv. OU system

Can work the system - get qualifications with OU by doing minimum
Doing one course at a time helps balance with personal situation
Convenience of method of study, no time off possible/needed
Eased back into study after years out of it

"It's a good way for people like me who haven't a degree (because when we trained we were certificated and nothing else) to get a higher degree" (R12)

"I bent the rules badly on this one.I got round the system" (P4)

"It's very easy, or I found it very easy, to sort of slip back in, into numbers. Just collect numbers and send them off as a report" (R9)

"I think there's an element of that when you do the O.U. You can be careful" (R10) i.e. be selective in which parts you study

"He (friend) knows how the system works. He does just the bare minimum" (R10)

v. Role of tutor

Should see tutor before official commencement of course in February

Tutors vary in quality

Use of paired tutor when disagreed with one

Tutors don't know students as individuals

Role of tutor not significant: worked independently, because academic training

Tutor: grateful to know one there if needed, but didn't use them. Academic training

Little contact with tutor

Co-marker didn't return confidential report

Tutor's role - small, varied from course to course

Tutorials not very helpful

Advantage of tutorial: meet people

Formed one lasting friendship

"I think had I not had that experience with the M.A., probably I'd have had to be a bit more in contact" (P1)

"I don't think I used the tutors as much as I could have done, to be honest" (P4)

"They are useful back-up. Someone who's not from that background certainly needs a bit more" (P4)

"You really needed to see the tutor fairly early on and though officially the course starts in February, that seemed a bit late" (R9)

"Wasn't critical" (P1)

"It depends on the tutor" (P4)

"I had a dodgy tutor for E333" (R10)

"I had words with him. I queried an assignment I didn't go to any more of his tutorials because there was a paired tutor I could go to" (R10)

"Not a very great role" (R11)

"I think sometimes tutorials are not terribly helpful" (R11)

"My tutor didn't approve of these things (approach in one of projects)" (R12)

"There's another one (copy of project) floating around somewhere that I've said is confidential" (R12) - project never returned after marking

"There wasn't really a lot of contact at all" (R12)

vi. Course contents

Request reading list as background

No reference to LMS, therefore not equipped to answer colleagues' questions

Secondary bias of courses with OU

No OU curriculum development for primaries

Too much American reading

Lay-out of folder good

Everything appropriate - nothing interfered

Structure of course enabled individual work (EP851)

E333

Sociology in E333 difficult to get to grips with, but essential background

Could have been presented more interestingly

E333 filled a gap in her knowledge/awareness

E333 difficult to follow at times - too abstract

333 least relevant because she in independent school

Must have got quite lot out of 333 but found it very dry. Theoretical, obtuse. Most difficult of the 3 courses

Can look at future policies with greater understanding

"I enjoyed it after the intitial shock" (R10)

"It was hard, it was dry etc., but I think it does have a relevance in that one knows there is a theory to policy-making" (R11)

"That was the one that was most difficult to understand" (R11)

"I found it a difficult course to follow. I found a lot of it too abstract" (P4)

"There was little that you could actually do there" (R11)

"The least relevant. Mainly because being an independent school teacher it just was NOT relevant" (R11)

"A lot of people I did E333 with were unhappy about that course. They didn't see the need for an overall perspective on education policy" (R10)

"I think perhaps it could have been addressed a bit more interestingly" (R10)

E323

practical enjoyment, but not sufficiently theoretical

desperate to find 3rd project - random choice

"As I was studying it, I could then come into the work environment and you could reinforce that because you were looking at leadership" (R11)

Parts of the course - certainly E323 - was a little dated at the time and I found myself frustrated because I was aware that it had been written before ... things were changing quite considerably in '86" (P4)

E325

"There was some primary in there but there was a lot of secondary and a lot of America ... let's have a little bit of research done here so they can relate to England ... And a bit more primary" (R12)

EP851

"They (projects) were very, very useful" (R11)

"I don't think EP851 was as useful" (P1)

vii. Despatch of materials

Suggest get materials in time to read before first tutorial

Slow despatch of 323 materials

Would have like materials for EP851 1/2 weeks sooner

"I felt they were a bit slow sending the second batch of books out (E323), and in fact I borrowed 3 from this friend of mine so that I could be getting on with it" (R11)

viii. Value of ADEM not recognised

Value of ADEM not appreciated unless been through stresses yourself

Interviews for AEO - recognition of ADEM, but not for SM interviews

Agrees apparent ignorance of course

Recommended by friend - word of mouth

Need to sell course ourselves if value it

Recommended course to one person

Selective in who would recommend to

Other points raised

"The new Education Act coming in and LMS and so on, we needed some information on that sort of area, or to be guided to the right books to read, or whatever" (R9)

"There was certainly an element of Marxism in the course. There's no question about that. Certainly E333. I'm not criticising it for that" (R10)

"It (the O.U.) certainly is a Marxist institution. I mean, I think they would admit that, wouldn't they?" (R10)

"It (EP851) was well-structured and it was well laid out, and it was all appropriate. ... It was just thoroughly enjoyable" (R12)

IV. NEED TO PERSEVERE: SENSE OF STRESS

i. Yes - Time factor

Need for long periods - couple of hours not enough for project work
Difficulty of balancing busy timetable and research
Need lot of time for course, total commitment
Negotiated extension on 3rd project
Only 3 weeks for last project
Found difficulty in finding time therefore were long periods when not studying (pre-planned, to do work in advance of these)
At times was some stress

ii. Yes - Access

Difficulty of access to other busy people

iii. Yes - Conceptual difficulty

Found it very difficult
Would have preferred not to have had to expend such mental effort

iv. Yes - Sense of duty

Nearly gave up, but persuaded by wife to persevere
Duty bound to finish it because sponsored, otherwise could easily have given up. Dual motivation: money spent on him, got so far- might as well finish course
Tread mill - just carried on after Part As

v. Yes - Drive to achieve

Live up to own and others' expectations
do well in/pass examinations

vi. No - Enjoyment

No, because motivated by interest and relevance
Obvious intellectual enjoyment of challenging new ideas
Motivation was interest

vii.No - Organised

Well organised: prioritises work
Has work area at home
Academic background, knows how to study
No, because planned work
Took time out, didn't put time in

INTERVIEW SCHEDULE. EP851 Course Team (sent to representative in advance of
interview) INTERVIEWEE
DATE

Thanks for assistance/time.
Seek agreement to record.

PART I. O.U. FINANCIAL ARRANGEMENTS

1. Glatter wrote in 1986 that the O.U. is "largely financed by government grant which is supplemented by income from students' fees and by grants from various bodies" (page 1).

Would you explain the proportion of resources currently received from respective sources?

2. Do the School of Education's records show any marked change in course uptake since pooling arrangements were discontinued? If so, please give details.

3. Glatter (1986) & Preedy (1988) mention group schemes, and estimate there to have been approximately 500 in 1986.

a. Would you explain how the funding of these operates?

b. How many such schemes are there for the present year?

PART II. STUDENTS AND COURSES

4. Preedy assessed there to be about 300 students annually following EP851 (Preedy 1988).

Can you confirm the figures for 1988/9 _____

1989/90 _____

5. Does the course team analyse these figures in terms of eg. sex/ age/ phase /position ?

Compare results of '85 survey

75% men
% 35-44, 17% over 45
50% sec., 21% middle
18% primary, 10% F.E.
25% Heads/deputies

Present study

9 men: 8 women
all 31 - 45
53% sec., 11.7% infant
11.7% junior, 23.5% other
35% Heads/deputies

Does this compare with total national picture (if OU has analysis)?

6. Participants of Part A may be associate students or may be working towards a degree. Bearing this in mind, does the OU have statistics for the proportion of associate students who continue their studies to Part B?

7. Does the course team analyse which courses are studied for Part A?

(Discuss findings of present research)

To be inserted

PART III. AIMS AND OUTCOMES OF EP851

8. Glatter (1986 page 8) describes the overall purpose of EP851 as being "to develop the diagnostic and problem solving skills of school managers". He then details 4 specific aims:

- a. to encourage students to apply their knowledge of educational management concepts and processes to situations and events within schools;
- b. to equip students with a range of investigative methods to enable them to conduct enquiries on aspects of school management;
- c. to provide examples of projects on various issues relevant to school managers in order to guide students in their choice of suitable topics;
- d. to contribute to an improvement in the quality of management in schools through the development of a cadre of innovative leaders capable of identifying problems or deficiencies and devising strategies for improvement".

Would you agree that these seek to develop the individual for institutional before personal benefit?

9. Given the team's underlying philosophy that the course should enable students "to use the learning derived from Part A courses to assist school improvement" (Glatter 1986, page 4), i.e. to realise Argyris & Schon's (1974) intention of "integrating thought with action", how important do you consider it to seek to improve individual practice for the sake of the individual (eg. to raise motivation through increased effectiveness, or alternatively to enhance career prospects) as opposed to for the institution's benefit (recognising of course that the 2 are of mutual benefit)?

Discuss findings of 1985 survey

Present research

94% saw improved practice "effect on professional approach" (Preedy p.142)

64% perceived "work had had some impact actual or anticipated, on their institution" (Preedy p.146)

10. How do you reconcile the team's aims for the course with the expectations of students?

1985 survey found that for 76% career development was the main reason for taking the course (Preedy 1988, page 143) i.e. for personal not institutional benefit.

(Quote responses from research re. aims, career plans and records of application for jobs).

11. You aim to develop "understanding and competence in several areas", thus require 3 research projects in Part B, suggesting the pressure of producing these in a short period, on top of other responsibilities, prepares for the realities of senior management in schools. The choice of topic is constrained within 4 areas.

To what extent do the 4 areas from which students must select their projects reflect, as Glatter claims (1986), the main areas covered in Part A, and to what extent does the course direct students towards what it considers to be important issues?

12. How were these areas identified for inclusion in Part A?

13. Does the team record and analyse the areas selected by students for research?

(Discuss findings of questionnaire)

14. Given Preedy's reminder (1988, page 152) that key factors in the success of linking individual and school concerns are "relevance, flexibility and applicability of the course aims, materials and approaches", what changes a) have been made in these respects since the course was introduced

b) are envisaged for the future?

Why?

a)

b)

15. Glatter (1986, page 16) identifies 3 main types of influence that EP851 has had:

"1. an effect on participant's own management approach, thinking and practice;

2. an effect on actual and proposed changes in institutional policy and practice;

3. an impact on group training programmes which operate in collaboration between the O.U. and LEAs".

He adds a possible fourth:

"contributing to course design and development in the expanding field of educational management".

We have discussed 1 - 3 in questions 8-10, so let us consider 4, in the context of the wide range of impact which the O.U. has. Glatter refers to the "widespread and diffuse influence both on the content and approaches of other training programmes and on practitioners who keep up-to-date with the literature" (1986, page 15) which the university has since materials are widely available in bookshops and are also used by other course providers both consciously and unconsciously in their preparations.

Do you agree with this description of the university as a potentially very powerful influence on national practice?

16. In view of Glatter's expectation (1986, page 20) regarding LEAs influenced by the O.U. that "the number will grow in future years, in the light of strong government and professional interest in the development of management training for senior staff" does this suggest that the university might be used as a means for engineering professional developments, in line with central policies?

17. Is there any political significance in the fact that "large numbers ... can be reached by the method at relatively low cost" (Glatter 1986, page 5)?

18. In short, how does the university maintain professional integrity and independence when it is dependent upon income either from government or from consumers (students)?
i.e. to whom does it consider itself primarily accountable: the profession, the students, sponsors?

19. Discuss any other findings from the research.

20. Is there anything which you would like to add, which you feel you have not had a chance to say?

Thanks for time.

Would you like to see a transcript of the interview/ notes before they are included in the report?

QUESTIONNAIRE DATA: SOURCES OF SATISFACTION/DISSATISFACTION

Question 12 Sources of satisfaction

INTERPERSONAL	CURRICULAR	ADMINISTRATIVE	OTHER
R4			
Teaching	Planning	Planning courses	Planning,
Planning with	Problem-solving	for pupils/students	leading,
colleagues	INSET	Evaluation - all	taking part in
External links	Extending curr.	kinds	cross-curr.
Out of school	beyond classroom	Financial man.	issues
activities	Introducing new	Introducing new	Industry/
Attending positive	areas to curriculum	methods of	commerce links
courses		procedure	Residential
			work
R6			
Ability to offer	Innovation - not	Organising events	Difficult to
assistance to	just NC	eg. INSET, meetings	identify.
innovative teachers	Expected to		Interactive
Meeting with wide	maintain expertise		nature of work
variety of staff,	in curriculum		not appreciated
with individual	Highly interactive		by most staff
perceptions	nature of technical		
Having to respond	activity		
and think on			
one's feet			
R8			
Problem-solving	Organising/	Any connected with	Teaching P.E.
for pupils	formulating new	development	Teaching travel
Problem-solving	developments	New systems which	and tourism
for staff	Working with team	cut down time on	
Meeting other	Problem solving	administration	
professionals	New innovations	I.T.	
Meeting parents	Meeting with other		
Meetings	professionals to		
	exchange ideas		

INTERPERSONAL

CURRICULAR

ADMINISTRATIVE

OTHER

R9

Negotiating school
& individual links
Working in cluster
committees
Leading INSET
activities

Developing cross-
curricular
activities
Developing work-
related activities
Implementing NC
through NC committee

Administration of
TVEI finance &
INSET
Secretary to
curriculum committee

R11

Helping sort out
problems for staff
pupils & parents
Dealing successfully
with awkward staff
Staff development
Appraisal - helping
self-analysis
Representing school
to external agencies

New developments
eg. RoA, Pastoral
syllabus

Organising big
occasions eg. Speech
Day

Policy-making
- new ideas to
help school
develop
Deputising
for head

R12

Being with
children:
watching and
promoting their
development

NB. Enjoys but not source of satisfaction

R13

Liaising with
staff re. events

Maths coordinator

INSET coordinator

Class teaching

R14

Self-motivating
Time for people
Time management
Variety of roles

Time for reflection
Time for reading
Time for medelling
Change management

Computer use
Production of
materials
Report and paper
writing
Consultation
procedures

INTERPERSONAL

CURRICULAR

ADMINISTRATIVE

OTHER

P1

Teaching	Involvement in	Profiling	Problem-
Involvement in	decision-making	Communicating with	solving
other teachers'	Responsibility	parents	
plans/work	for subject	Pupil groups for	
Contact with pupils	A-level theatre	modular courses	
Negotiating/	and literature		
liaising with other	Developing modular		
departments/schools	courses		
Working through	Deciding what to do		
issues collectively			
- meetings			

P2

Daily interaction	Curriculum planning	Preparing discussion
pupils/staff	Subject-specific	papers
Meetings -	discussion with	Use of data base
especially	colleagues	Efficient use of time
management	Teaching subject	Maintaining accurate
Individual	Teaching other	records of meetings
interviews with	Reading	Efficient chairing
head		of meetings
- with senior staff-	with other staff	

P3

Part of SM team	Carrying through	Mechanics of time-
planning future	policy successfully	tabling - staff,
school policy	Successful	year, room
Successful	development of	Organising and
negotiation of	programme of work	production of booklets
school policy	through working	for pupils and
Establishing policy	party	Curriculum analysis
as result of this	Timetable that	Staff returns for LEA
Good rapport with	satisfies demands	Cover
other senior	of curriculum	
managers & staff	Satisfy staff	
Good relations with	through timetable	
pupils	Satisfy pupils	
	through timetable	

P4

Relationship with	Seeing plans	Bringing something
head	realised	to a positive
Relationship with	Forward planning	
pupils	Looking at new ideas	
Meeting parents	and planning their	
Advising staff re.	introduction	
development	Working with	
Negotiating with	departments	
staff		

Question 13. Sources of dissatisfaction

INTERPERSONAL

CURRICULAR

ADMINISTRATIVE

OTHER

R4

Dealing with
reluctant/negative
staff
Staff who will not/
cannot perform basic
tasks
Constantly changing
staff
Entrenched
activities among
staff

Lack of planning/
implementing time

Compilation of
unnecessary details

Uncertainty of
own future in
TVEI

R6

Little time to
develop
professional
relationship
Unable to provide
definite solutions
that expected

Lack of resources
to support
initiatives
Problems related
to removal of staff
for INSET
Lack of suitably
qualified teachers

LEA procedures
that fail to
support work
Inadequate
facilities to
enhance competence

Being member of
team of ATs,
but unable to
develop team
approach to
curriculum
innovation as
inadequate
management
structures in
central team

R8

Disagreeing with
staff
Working with deputy
head

Inability of staff
to understand TVEI
through their own
tardiness

Forms that have to
be completed
yesterday

Lazy/non-caring
staff
People who earn
same but do 1/4
of work

R9

Subject structure

Lack of management
structure

R11

Not being kept
fully briefed
Loss of some
companionship in
staff room

Having to guide
others to make
curriculum decision
without being able
to declare own hand

Not having free
rein in all do

Not teaching
6th Form any
more

INTERPERSONAL

CURRICULAR

ADMINISTRATIVE

OTHER

R12

"I am not dissatisfied - sorry"

R13

Class teaching

Curriculum meetings

R14

Too soon in new post to say

INTERPERSONAL

CURRICULAR

ADMINISTRATIVE

OTHER

P1

Being told to go on duty when dealing with pupil or colleague
Staff meetings

Lack of control over organisation and selection of mode of delivery of curriculum
Most of NC

Inability to contact people when need to
Duplication of records/procedures that machine could do

Unnecessary duties counted as directed time when valuable curriculum time not counted
Bolt-on innovations overhaul necessary

P2

Rescuing other people's mistakes
Salvaging own mistakes
Trouble-shooting
Time wasters
Progress chasing

Pace of curriculum innovation
Clash of teaching and other duties
Ability to keep up with own subject
Time-table constraints for learning of some pupils
School's ability to cater for individual

Crisis management
Statistical returns
Inefficient meetings
Quantity of paper work of some colleagues
Discontinuities through staff absences

P3

Criticisms from staff based on ignorance
Disruptive/disturbed pupils
Unreasonable/demanding parents

Trying to achieve impossible re. time-table demands
Having to rush because lack of time - leads to poor job
Dealing with demands made on cover arrangements if no work set

Trying to satisfy EOs when insufficient time
Trying to satisfy other senior managers to meet deadlines
Meet deadlines set by exam boards when impinge on curriculum area

P4

Ensuring some staff do their job
Working with staff do not respect

Being unable to speed limited movement in some departments
Inability to provide curriculum would like
Seeing possibility of change but being unable to implement

Filling out meaningless forms
Completing pupil lists
Putting final pieces in time-table
Producing copies of timetable for school

Question 14. Influences on selection of post

1 = most important factor

RESEARCH GROUP

Resp.	Ach.	Adm.	Gro.	Res.	Int.	Mon.	Rec.	Pol.	Sta.	Ind.	Con.
4	1	6	4	9	8	5	10	2	7	3	1
5	3	11	2	10	7	4	8	1	5	9	6
6	1	3	1	5	5	1	1	1	3	1	3
8	5	11	4	1	3	2	7	6	10	8	9
9	5	11	1	3	7	4	2	6	8	9	10
10	1	5	1	1	1	5	5	5	3	2	5
11	3	11	2	1	5	9	4	10	8	6	7
12	9	8	2	3	4	10	1	6	11	7	5
13		/	/	/	/						
14			/	/						/	
Total	28	66	17	33	40	40	38	37	55	45	56
Mean	3.5	8.25	2.1	4.1	5.0	5.0	4.75	4.6	6.8	5.6	7.0

PILOT GROUP

1	1	11	2	3	5	9	4	7	8	6	10
2	7	11	6	2	5	3	10	1	4	8	9
3	5	6	4	3	7	10	1	9	2	8	11
4	10	2	8	11	6	4	9	7	3	1	5
Total	23	30	20	19	23	26	24	24	17	23	35
Mean	5.75	7.5	5.0	4.75	5.75	6.5	6.0	6.0	4.25	5.75	8.75

DIARY ANALYSIS

<u>Activity</u>	<u>Week 1</u>		<u>Week 2</u>		<u>Combined</u>	
	Hours	/ %	Hours	/ %	Hours	/ %
R4 15 - 28 January 1990						
Travel	8.5	12.0	11.5	16.98	20.0	14.43
Meetings	21.08	29.76	21.0	31.0	42.08	30.36
Admin.	16.88	23.83	11.75	17.34	28.64	20.66
Teaching	10.88	15.36	16.5	24.35	27.4	19.76
Recreation	7.0	9.88	2.0	2.95	9.0	6.49
Domestic	6.5	9.17	5.0	7.38	11.5	8.3
	<u>70.84</u>	<u>100.0</u>	<u>76.75</u>	<u>100.0</u>	<u>138.59</u>	<u>100.0</u>

R9 22 January - 4 February 1990

Interview	11.0	17.15	0	0	11.0	9.01
Meetings	4.0	6.24	2.8	4.84	6.8	5.57
Teaching	32.25	50.29	36.5	63.08	68.75	56.36
Recreation	2.88	4.49	7.56	13.07	10.44	8.56
Domestic	14.0	21.83	11.0	19.01	25.0	20.5
	<u>64.13</u>	<u>100.0</u>	<u>57.86</u>	<u>100.0</u>	<u>121.99</u>	<u>100.0</u>

R10 9 - 22 January 1990

Meetings	31.0	63.99	17.5	42.46	48.5	54.09
Admin.	14.56	30.06	18.4	44.63	32.96	36.76
Teaching	2.88	5.95	5.32	12.91	8.2	9.15
	<u>48.44</u>	<u>100.0</u>	<u>41.22</u>	<u>100.0</u>	<u>89.66</u>	<u>100.0</u>

R11 10 - 23 January 1990

Travel	1.75	2.26	0	0	1.75	1.25
Meetings	22.4	28.98	28.88	46.66	51.28	36.77
Admin.	29.16	37.72	14.88	24.04	44.04	31.58
Teaching	10.0	12.93	14.5	23.42	24.5	17.57
Recreation	3.75	4.85	3.64	5.88	7.39	5.3
Domestic	10.25	13.26	0	0	10.25	7.53
	<u>77.31</u>	<u>100.0</u>	<u>61.9</u>	<u>100.0</u>	<u>139.46</u>	<u>100.0</u>

<u>Activity</u>	<u>Week 1</u>		<u>Week 2</u>		<u>Combined</u>	
	Hours	/ %	Hours	/ %	Hours	/ %
R12 January 1990						
Meetings	10.5	29.22	8.4	21.9	18.9	25.44
Admin.	5.0	13.91	3.88	10.12	8.88	11.95
Teaching	19.64	54.64	22.32	58.2	41.96	56.48
Recreation	0.8	2.23	3.75	3.75	4.55	6.13
	<u>35.94</u>	<u>100.0</u>	<u>38.35</u>	<u>100.0</u>	<u>74.29</u>	<u>100.0</u>

R14 8 - 14 January 1990

Travel	5.32	7.59
Meetings	27.25	38.86
Admin.	13.8	19.68
Recreation	13.75	19.61
Domestic	10.00	14.26
	<u>70.12</u>	<u>100.0</u>

EXPERIENCE OF MANAGEMENT TRAINING

Q.15 a) Have you undertaken any management training other than the ADEM?

Yes 7 4
No 3 0

b) Details, Research Group

TITLE	DURATION	PROVIDER	INITIATOR	BENEFIT
R4				
Managing INSET in schs.	1 term	LEA	self	x
Management of change	1 term	TVEI	TVEI director	x
Managing TVEI	1 term	TVEI		/
R5				
Preparation for primary headship	2 terms	DES (regional)	Adviser	/
Management for DHs	2 terms	DES	self	/
R6	NONE			
R8				
SM training:team building	3 x 2½ days	LEA	self	/
New innovations in SD	3 days	LEA	new head	/
LMS	2 days	Roehampton	self	/
R9				
School management	1 week (res.)	College of Preceptors		/
Management for STs	6 sessions	N.E. London Polytechnic		/
R10				
ILEA Primary Management	3 days	ILEA	LEA	/
R11	NONE			
R12				
INSET coordinators	2 weeeeks over a year	LEA	self	/
Preparation for headship	1 week	LEA	LEA officer	/
R13				
Barnet training weekend	weekend	LEA	self	/
Primary management	1 term	Inst.of Ed.	self	/

b) Details, Pilot Group

TITLE	DURATION	PROVIDER	INITIATOR	BENEFIT
P1 Management of change	2 days	LEA	self Inspector	(/)
P2 Surrey INSET for DHs	14 days	LEA	LEA	/
Brighton Polytechnic	4 days	Polytechnic	self	/
P3 Various - curriculum, timetabling, accountability	6/7 x 2 hours	S.W. Herts. Teachers' Centre	self	/
SM in secondary schools	5 x 2 hours	LEA (Brent)	self & Head	/
P4 Leadership in schools, interviewing/selection	3 days	Industrial Society	self	/
LMS	2 days	EMU	self	/

15c. Have you been involved in the design or delivery of any INSET?

Before ADEM: Yes	4	2	Since ADEM: Yes	1	0
No	5	0	No	9	4

Q.15 DETAILS

Q.16 SCHOOL INSET Q.17 LEA INSET
Peripheral/Integral

R4 Evaluation of TVEI in LEA Evaluation of PSHE in TVEI	P	P
R5 Role of DH: talks to aspiring DHs	P	I
R6 None	developing (see notes)	
R8 Pastoral care P.E.	P	I
R9 None	P	P

R10			
None		I (developing)	P (improving)
R11			
None		P	N/A
R12			
Short talks to INSET coordinators		both	developing
R13			
None		I	I
R14			
Using models and methods to sustain change		P	P
P1			
None		P	P
P2			
Yes		I	P
P3			
Yes		I	I
P4			
None		I	P

Notes

School arrangements:	peripheral	6	1
	integral	2	3
		2*	
		<u>10</u>	<u>4</u>

* expected that each school and LEA will develop coordinated policy and call on LEA when needed
 ** currently developing policy

LEA arrangements:	peripheral	4	3
	integral	3	1
		3*	
		<u>10</u>	<u>4</u>

* 2 comments as above
 ** N/A (independent school)

Question 19. Reasons for undertaking EP851

5 = factor of most importance

RESEARCH GROUP

Resp.	Group performance	Indiv. performance	Career	Prof. knowledge	Pers.
4	3	5	4	5	5
5	2	4	1	5	3
8	5	5	5	5	3
9	1	3	5	4	2
10	5	5	5	5	5
11	5	4	1	2	3
12	2	3	1	4	5
13	1	1	5	5	5
14			/	/	
Total	24	30	27	35	31
Mean	3	3.75	3.37	4.37	3.87

PILOT GROUP

1	1	4	5	3	2
2	3	3	5	4	5
3	1	2	4	3	5
4	4	1	3	5	1
Total	9	10	17	15	13
Mean	2.25	2.5	4.25	3.75	3.25

APPENDIX 22

Diploma and degree courses in education management, 1979-80 (Hughes 1981)

	Estimated throughput	Number of courses	Average number pupils per course
SPECIALISED			
Diploma	390	17	23
Master's degree	130	10	13
	<hr/> 520	<hr/> 27	<hr/> 19
NON-SPECIALISED			
Diploma	290	15	19
Batchelor's degree	520	25	21
Master's degree	270	19	14
	<hr/> 1080	<hr/> 59	<hr/> 18
Combined totals	1600	86	19

APPENDIX 23

Posts held by students on education mnagement courses, 1979-80 (ibid)

	School		F.E.	Other	Total	
	Primary	Secondary				
Heads	20	12			32	11%
Others	35	133	61	35	264	89%
Total	55	145	61	35	296	
	19%	49%	21%	12%	100%	

A Disposition

A1 Vision. Lacking in foresight, blinkered (H). Naïve (H). Unworldly (I). Idealistic (I). 'Incestuous' (I). Lacking clear objectives (I). Hand-to-mouth (T). *Having foresight (H). Imaginative (H). Visionary (T). Clear school objectives (I). Purposeful (T). Creative (H,T). Aware (H,T). Up-to-date (T). Well-informed (T).*

A2 Attitude to change. Hidebound (H). Impervious to change (H). Impervious to outside ideas (I). Non-innovative (T). *Initiators (H). Open to change (H). Proactive (H). Flexible (H,T). Experimental (H). Able to initiate change (I). Innovative (T). Optimistic (T).*

A3 Management style. Authoritarian (H). Secretive (H). Anxious (H). Autocratic (I). Defensive (I). Bossy (I). Crisis management (T). *Dynamic (H,T). Enthusiastic (T). Sensitive/sympathetic (H). Affective (H). Confident (H,T). Determined (H). Set example (I). Leadership qualities (T). Inspiring (T). Charismatic (T). Goals/person-oriented (T). Humane (T). Professional developer (T).*

A4 Motivation. *Likes kids (H). Conscientious (H). Responsible (H). Loyal (H).*

A5 Personal qualities. *Sense of humour (H) Frank (H). Truthful (T). Honest (T). Congruent (T). Sense of fair play (T). Objective (T). Scholarly (T). Wary (T). Sense of proportion (T). Patient (T). Long-suffering (T). Appreciative (T). Self-aware (T).*

B Job organisation and role

B1 Contextual. Overburdened (H). Overworked (T). Harrassed (T). Stressed (T). Undersupported (T). Underresourced (T). Unaware of management role (T). Unsure of role (T). Not appreciated (T). Undervalued (T). Low status (T). Underpaid (T). Status comes from performance as a professional (T). Vulnerable (T). *In control (H). Accountable (H,I). Clear reporting relationships (I). Assessed and self-assessed (I). Empowered (T). Recognised (T). Well-paid for responsibility (T). Well-resourced through negotiation (T). Respected (T).*

B2 Efficiency. Unsystematic (H). Ill-prepared (H). Ad hoc (H). Inefficient (H). Often late (H). Non-productive (H). Inattentive to detail (H). Disorganised (I). Cutting corners (T). *Well-organised (H,T). Good administrators (H). Good organisers (T). Efficient (H). Systematic (H). Cool, calm and collected (H).*

B3 Isolation/collaboration. Isolated (H). Individualistic (I,T). Concern for subject (T). Belief in autonomy (T). *Responsive to colleagues (H). Collaborative (H). Co-operative (H,T). Work as a team (I).*

C Job Skills

C1 Training. Untrained (I,T). Inexperienced (T). Uneasy about managing colleagues (T). Learn management role experientially (T). *Trained (T). Skilled (T). Political (T). Capable of resource decisions (T). Competent (T). Good managers of learning experiences, time, students (I).*

C2 Communication. Poor communicators (H). Long-winded (I). Good at communications (T). *Good at listening (H). Communicating (H). Links with external agencies and parents (I). Empathetic (T). Communication skills (I). Articulate (T).*

Current and *Ideal* Images of the Teacher as Manager, Everard 1986